



# TASIS England

## Staff Code of Conduct

### Document Details

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## TASIS THE AMERICAN SCHOOL IN ENGLAND

### STAFF CODE OF CONDUCT

***This policy applies to the whole school including Boarding Provision and the Early Years Foundation Stage (EYFS).***

For purposes of this document, the term “Board of Directors” is deemed to have the same meaning as “Proprietor” in accordance with the ISSR, and is used interchangeably.

#### **Legal Status:**

- This policy complies with Regulation 3 paragraphs 7(a) and (b) and 8 (a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, the National Minimum Standards for Boarding Schools, the statutory framework for Early Years provision and other relevant and current regulations, and any other guidance concerning safeguarding children to which Schools are obliged to have regard.
- This document has regard to *Keeping Children Safe in Education Statutory guidance for schools and colleges* (KCSIE) (DfE: 2016) and *Working Together to Safeguard Children* (WT) (HM Government, 2015).
- The Children Act 1989 and 2004 along with Section 157/175, Education Act (2002)
- Contract of Employment, Teachers’ Standards (Guidance for school leaders, School staff and governing bodies)

#### **Applies to:**

- The whole School, out of School care and all other activities provided by the School, inclusive of those outside of the normal School hours;
- All staff (teaching and support staff), the Board of Directors and volunteers working in the School.

#### **Related Documents:**

- Employment Policies; Whistleblowing Policy; E-Safety Policy,
- Safeguarding Child Protection Policy and Safer Recruitment Policy; Anti Bullying Policy;
- Supervision of Children; Behaviour and Discipline Policies; Preventing Extremism and Radicalisation Policy
- Spiritual, Moral, Social and Cultural (SMSC) Development Policy
- Health and Safety Policy; Risk Assessment Policy
- Behavior Management and Exclusions Policy

**Availability:** This policy is provided to staff on confirmation of their appointment and is available, on request, from the School Business Office.

**Monitoring and review:** This policy is subject to continuous monitoring, refinement and audit by the Head of School. The Board of Directors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This review will be formally documented in writing. Any deficiencies or weaknesses recognized in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or electronically.

Signed:



Mr. Fernando Gonzalez  
Head of School



Mr. Ben Dorman  
Chair of the Board of Directors

Approved: April 2017

This policy was last approved by the Board of Directors in April 2017 and will next be reviewed no later than October 2017 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Definitions used in this Code of Conduct are as follows:**

- **‘Fundamental British values’** includes ‘democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’.
- **‘Parents’** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **‘Students’** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in post-16 education.
- **‘School’** means whatever educational and boarding accommodation setting the standards are applied in.
- **‘Staff’** means all adults, paid or unpaid working in our school – inclusive of volunteers.
- **‘Additional Needs’** is the term used at TASIS for ‘Special educational needs and Disabilities’
- **‘Statutory frameworks’** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010.

**Preamble:** Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Discussion of the procedures set out in this document forms a vital part of our induction procedures. We make it clear in induction and other training, and in guidance provided for staff, that they have a responsibility to speak up about safeguarding and welfare matters within the School and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture in the School. The model code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training. The Head should always be informed if a member of staff has any concerns in order to ensure the activation of appropriate procedures.

It is important that all adults working with students understand that the nature of their work and the responsibilities related to it; place them in a position of trust. This guidance provides clear advice on appropriate and safe behaviours for all adults working with our students in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:

- Keep our students safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- Assist adults working with students to work safely and responsibly and to monitor their own standards and practice;
- Support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- Support the School in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- Support safer recruitment practice;
- Minimize the risk of misplaced or malicious allegations made against adults who work with students; and
- Reduce the incidence of positions of trust being abused or misused. Employers should be familiar with, and know

how to access, their Local Safeguarding Children Board's policy and procedures for managing allegations against staff.

**'Unsuitability':** The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with our students. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with students in any capacity.

**This means that adults should:**

- *Have a clear understanding about the nature and content of this document;*
- *Discuss any uncertainties or confusion with the Head of School or Head of Boarding; and*
- *Understand what behaviours may call into question their suitability to continue to work with students and young people.*

**Additional comments for boarding staff:** The TASI's Staff Code of Conduct applies to all employees and volunteers; however, within the boarding conduct context the following areas (taken from the whole staff code of conduct) are highlighted as being of particular significance:

- Boarding staff have a responsibility to TASI to fulfil their duties as outlined in their job specifications in addition to any other reasonable requests made to them by the Head of Boarding.
- Boarding staff should conduct themselves as a role model to the students under their care and approach their duties and responsibilities in a positive and friendly manner.
- Boarding staff must be aware that students may be particularly vulnerable in a residential setting.
- Boarding staff have a professional obligation to highlight and investigate concerns raised by students of the School regardless of whether their concerns seem unlikely or outlandish.
- Boarding staff have a professional obligation to raise legitimate concerns about the conduct of colleagues or managers. In the case of raising legitimate concerns about the conduct of colleagues or senior staff, the School will seek to respect the confidentiality and anonymity of the whistle-blower and will as far as possible protect him/her from reprisals. TASI will not tolerate any attempt to victimise the whistle-blower or attempts to prevent concerns being raised and will consider any necessary disciplinary or corrective action appropriate to the circumstances.

**Responsibilities:** All staff at TASI has an overriding responsibility to act and to conduct themselves at all times in a manner, which makes a positive and active contribution to the education and welfare of the children in our School and in our care. All staff 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 presentation, attendance and punctuality. Also they must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities. All staff has a responsibility to keep Students safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Our Staff Code of Conduct covers staff behaviour, student relationships and communications including the use of social media.

**This means that staff should:**

- Understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;
- Always act, and be seen to act, in the child's best interests;
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions; and
- Take responsibility for their own actions and behavior.

## **General conduct**

**School property:** Staff must take proper care when using School property and must not use School property for any unauthorized use or for private gain.

**Use of premises:** Staff must not carry out on School premises any work or activity other than pursuant to the terms and conditions of their employment without the prior permission of the Head of School.

**Behavior:** staff should be aware that their behavior might raise concerns if deemed inappropriate. Such concerns will be given careful consideration as to whether they constitute a potential risk to students at the School.

**Alcohol and drugs:** No member of Staff should drive a School vehicle or be on duty supervising students whilst under the influence of alcohol, drugs or any other substance that may impair judgment.

**Alcohol and drug testing:** The School reserves the right to ask members of Staff to undertake an appropriate test if there is reason to believe that they are under the influence of alcohol, drugs and/or any other substance which may impair judgment. Any unreasonable refusal by a member of Staff to undergo the appropriate test is likely to lead to disciplinary action.

**Whistleblowing:** The term ‘whistleblowing’ is considered as the confidential raising of problems or concerns within an organisation by a member of staff. This is not “leaking” information but refers to matters of impropriety, e.g. a breach of law, School procedures or ethics. Nor is whistleblowing the raising of a grievance within the School (which would be dealt with under the staff grievance procedures). All staff are required to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of staff to the Head of School.

Safeguarding is the responsibility of all who work, volunteer or learn in our School and all are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) Donna Fearn, or the Deputy Designated Safeguarding Leads. TESIS recognizes it is an agent of referral and not of investigation. Any person may make a referral including whistleblowing to external agencies such as the Surrey LADO or MASH or Local Authority Designated Officer (LADO) and the police, if necessary.

We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our School and to external agencies where necessary. This is one part of the way in which we establish in our School, a positive safeguarding culture. The School provides immunity from retribution or disciplinary action against such staff for “Whistleblowing” in good faith. Staff at all levels, including newly appointed and ancillary, have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

The staff and the Board of Directors of the School seek to run all aspects of School business and activity with full regard for high standards of conduct and integrity. If members of School staff, parents, the Board of Directors or the School community at large become aware of activities which give cause for concern, the School has this whistleblowing policy, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion, under the School’s disciplinary procedure. The School is committed to tackling fraud and other forms of malpractice and treats these issues seriously. The School recognizes that some concerns may be extremely sensitive and has therefore developed

a system, which allows for the confidential raising of concerns within the School environment but also has recourse to an external party outside the management structure of the School.

**Behavior Management of Students including Physical Intervention (please see our Behavior Management and Physical Intervention policies):** Where Students display difficult or challenging behaviour, adults should follow the school behaviour and discipline policy using strategies appropriate to the circumstance and situation. Early years providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. A person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child. The law and guidance for schools states that adults may reasonably intervene to prevent a child 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.

**Physical Restraint:** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*. Teachers in TISIS do not hit, push or slap children. Staff only intervene with physical restraint, such as holding, to prevent physical injury to the child, other children or adults and/or serious damage to property. The actions that we take are in line with government guidelines on the restraint of children. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and recorded in the child's personal file. The child's parents are informed on the same day.

**Punishments that are humiliating or degrading will not be used.**

**The following sanctions / punishments will *never* be used:**

- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone with parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing or the wearing of nightclothes by day.
- Withholding of any aids or equipment needed by a child.

**Action taken in self-defense or in an emergency:** The law allows anyone to defend himself or herself against an attack provided they do not use more force than is necessary. Similarly, where a student is at risk of immediate injury or on the point of inflicting injury on someone else, any member of Staff (whether authorized or not) would be entitled to intervene.

**Staff should:**

- Be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;
- Be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a Student's behavior;

- Avoid shouting at children other than as a warning in an emergency/safety situation;
- Always seek to defuse situations and avoid the use of physical intervention wherever possible;
- Where physical intervention is necessary, only use minimum force and for the shortest time needed;
- Not use physical intervention as a form of punishment;
- Never touch a child in a way which may be considered indecent;
- Always be prepared to report and explain actions and accept that all physical contact be open to scrutiny;
- Not indulge in horseplay;
- Always encourage children, where possible, to undertake self-care tasks independently;
- Work within Health and Safety regulations;
- Be aware of cultural or religious views about touching and always be sensitive to issues of gender; and
- Understand that physical contact in some circumstances can be easily misinterpreted.

As a school TAsIS will:

- Ensure the school has a compliant physical intervention policy which staff understand, detailing when and how physical interventions should be recorded and reported; and
- Ensure that staff are provided with appropriate training and support.

**Positions of Trust and Ethical Conduct:** As a result of our knowledge, position, and/or the authority invested in their role, all our staff are in positions of trust. A member of staff can be described as in a position of power or influence because of their role. It is vital for all staff to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. Staff are expected to ensure that while there is an unequal balance of power, staff have a responsibility to ensure that this is not used for personal advantage or gratification. Staff will always maintain appropriate professional boundaries and avoid behavior that could be misinterpreted by others. We expect all staff to report and record any incident with this potential. Staff should not:

- Use their position to gain access to information for their own advantage and/or a Student's or family's detriment;
- Use their power to intimidate, threaten, coerce or undermine Students; or
- Use their status and standing to form or promote relationships with Students which are of a sexual nature, or which may become so.

**Sexual Contact:** All adults should clearly understand the need to maintain appropriate boundaries in their contacts with students. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way that might lead to a sexual relationship is also unacceptable. **Staff must not:**

- Have sexual relationships with students;
- Have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative, including but not limited to, verbal comments, letters, notes, electronic mail, phone calls, texts, or physical contact;
- Make sexual remarks to, or about, a child/young person; and
- Discuss their own sexual relationships with or in the presence of students.

Any sexual activity between an adult and the child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. All children and young people are protected by specific legal provisions in this respect regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also

include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. There are occasions when adults embark on a course of behavior known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favor upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behavior. Staff should:

- Ensure that their interactions with students clearly take place within the boundaries of a respectful professional relationship; and
- Take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanor and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

**Scope of application of code on conduct outside School:** The same guidelines should be applied to after School clubs, School trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for School trips in the Educational Visits Policy. The principles of this guidance also apply to contact with children or young people who are students at another School.

**Guidance for staff on conduct with students inclusive of working alone with students:** These guidelines are designed to encourage an atmosphere of trust in which all colleagues can conduct their professional lives with confidence. The School recognises the need for, and the desirability of, friendly and respectful social and professional rapport between staff and children. Happy relations in the School are essential. Staff must conduct themselves professionally in their relationships with students, parents and staff and must not behave in a way that could bring the School into disrepute or risk allegations being made. Members of staff and volunteers need to be aware that unwary actions can be misconstrued as unprofessional conduct, with a potentially damaging effect on careers. Working alone with students may include: musical instrument tuition, 1:1 coaching, and student counselling, or conveying a student by car.

To avoid misunderstandings, the following should be adhered to carefully:

- Members of staff should exercise particular caution and sensitivity before visiting lavatories or changing areas. Male members of staff should never be in girls' changing areas unless accompanied by a female member of staff and likewise for female staff and boys' changing rooms;
- No member of staff should ever be behind a locked door with a child;
- Ensure that unnecessary contact with children is avoided (e.g. children sitting on laps or hair stroking, etc.) and that outward displays of affection are only appropriate in the case of comforting a distressed child, and should never occur unless there is another adult present;
  - Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.
- Staff should take great care that relationships with individual children are kept on a professional level. It is important that all children are treated the same and that discipline is fair, consistent and impartial. Staff should take care that "joking comments" cannot be misconstrued to give offence;
- Staff must not be party to gossip about colleagues or children;
- Personal or academic Information on children should be kept confidential and away from other children or parents;

- The highest level of confidentiality should be maintained at all times in relationships with both adults and children. Staff, however, should make it clear that there are certain circumstances (e.g., where a child is suffering or is likely to suffer harm) when other people will need to be told so that the community or the child can be protected. If a child asks to tell a member of staff something in confidence, they should always be told that this will depend upon the circumstances and absolute confidence cannot be guaranteed;
- If a child behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the child be immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Designated Safeguarding Lead immediately.
- One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the child can be seen through the visibility panel in the door;
- When in a private meeting with a child or one-to-one session as occurs with counsellors, ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured so that you can be seen clearly;
- Staff will at no time travel unaccompanied outside of the School with children;
- Staff should always inform another adult of where they are and that they are meeting a student;
- Staff should ensure that a meeting is arranged during normal School hours when there are plenty of other people about;
- Do not continue the meeting for any longer than is necessary to achieve its purpose;
- Avoid sitting or standing in close proximity to the student, except as necessary to check work;
- Avoid using "engaged" or equivalent signs on doors or windows;
- Avoid idle discussion;
- Avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
- Avoid any conduct that could be taken as a sexual advance;
- Report any incident that causes you concern to the Designated Safeguarding Lead in accordance with the School's Child Protection Policy, and make a written record (signed and dated); and
- Report any situation where a student becomes distressed or angry to the Designated Safeguarding Lead.

**Making professional judgements:** There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interest of a Student which could contravene existing guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the Students in their charge and, in so doing, will be seen to be acting reasonably. These judgements should always be recorded and shared with a member of the senior leadership team. Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably. Staff should:

- Discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the school's designated safeguarding lead. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted;
- Always discuss any misunderstanding, accidents or threats with the Head of School or Designated Safeguarding Lead
- Always record discussions and actions taken with their justifications; and
- Record any areas of disagreement and, if necessary refer to another agency or Regulatory Body.

## **Personal Living Space**

No child will be invited into the home of an adult, unless the reason has been firmly established and agreed with parent/carer(s) and senior managers. It is not appropriate for other organizations to expect or request that private living space is used for work with children, including for counseling. Under no circumstances will children or young people help with chores or tasks in the home of staff. Nor will they be asked to do so by the friends of family of the staff member. Staff should:

- Be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations;
- Challenge any request for their accommodation to be used as an additional resource for the School/service;
- Be mindful of the need to maintain professional boundaries; and
- Refrain from asking students/students to undertake personal jobs or errands.

**Gifts, Rewards or Favoritisms:** All giving of gifts or rewards are part of our behavior policy for supporting positive behavior or recognizing particular achievements. There may be specific occasions when staff may wish to give a child a personal gift. This is only acceptable practice where, in line with the agreed policy, senior manager and parent/carer(s) have discussed the reasons for it and the action is recorded. Any gift should be openly given and not based on favoritism. Staff shall remain alert at all times to the fact that the giving of gifts can be misconstrued as a gesture to either bribe or groom a child. Staff should apply the same professional standards, regardless of gender or sexuality or any other protected characteristic under the Equality Act 2010.

Staff will take care in selecting children for specific activities or privileges to avoid perceptions of favoritisms or unfairness. Methods and criteria for selection will always be transparent and subject to scrutiny. Care is taken to ensure that no member of staff accepts any gifts that might be construed as a bribe by others, or lead the giver to expect preferential treatment. There are always occasions in School when children or parents wish to pass on a small token of appreciation such as a thank you. However, it is unacceptable to receive gifts on a regular basis, or of any significant value.

Staff should:

- *Be aware of the School's policy on the giving and receiving of gifts;*
- *Ensure that gifts received or given in situations which may be misconstrued are declared;*
- *Generally, only give gifts to an individual young person as part of an agreed reward system;*
- *Where giving gifts other than as above, ensure that these are of insignificant value;*
- *Ensure that all selection processes which concern students are fair and that wherever practicable these are undertaken and agreed by more than one member of staff; and*
- *Ensure that they do not behave in a manner, which is either favorable or unfavorable to individual Students.*

**Infatuations:** Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Head of School and, if relevant, the Head of Boarding. Staff are not to disclose their personal telephone numbers, email address and so on to students. Occasionally a child or young person may develop an infatuation with a member of staff who works with them. Staff are required to deal sensitively with these situations and to maintain the dignity and safety of all concerned. Such situations carry a high risk of words or actions being misinterpreted and they must ensure that their own behavior is beyond reproach. A member of staff who becomes aware that a child or young person is developing an infatuation must discuss this with their senior manager and alert the Head at the earliest opportunity so that appropriate action can be taken to avoid any hurt, distress or embarrassment from the child, family or staff's perspective. If staff have similar concerns regarding parents then this should also be passed onto the

Head of School. *Concerns about the welfare of colleagues or children should be communicated to the Head immediately.*

Staff should:

- *Report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with a member of staff; and*
- *Always acknowledge and maintain professional boundaries.*

### **Code of Conduct**

To the students and younger children – be clear in our instructions, information, grammar, politeness and being authoritative within the School rules and the School behavior and discipline policies. We have a duty to be supportive of the children and promote their welfare. We must offer support to vulnerable children while at all times maintaining an appropriate professional relationship and distance from them. At all times staff must be aware of and act within the professional boundaries that are normal for teachers and staff working in Schools in the UK and which are detailed within this document. Specifically, staff should at all times recognize that self-restraint and checking with the Head of School and/or Head of Boarding should be the norm if you are uncertain of how to act. We must listen to children’s concerns and worries especially when they are upset and hurt. Staff must all be aware of the School’s Child Protection Policy and act in accordance with it, especially if a child discloses something of relevance in this regard.

All staff should ensure to not use any language to the children that may be offensive. Absolutely no swear words or words with a sexual connotation may ever be used. Any incidents of this will be treated as a disciplinary matter and action will be taken. Staff should avoid the use of sarcasm or derogatory words towards children.

To each other as staff – staff should be polite and professional, supportive and co-operative to each other. We expect our staff to work as a team. This means we need staff to be able to share information and ideas, be ready to be thoughtful and reflective about the education we provide, and readily responsive to instruction from the senior staff. We expect staff to refrain from any actions that may undermine another staff member’s confidence or professional abilities, including bullying one another. At all times, staff should remember that we are all working with the best interests of the children in mind. Staff should conduct themselves in public at all times as a professional, whether at a School social occasion outside School hours or in School. At School social occasions, staff should be moderate in their behavior, language and at external School related functions, in their consumption of alcohol. They should act as if on duty at all times when in contact with School parents, students and staff. Whatever the occasion staff are expected to keep the academic and professional procedures and processes of the School confidential as required by the Head at all times unless given clear and unequivocal permission to do otherwise.

To the Parents – Staff must be polite to parents at all times. We expect staff to be ready to listen and help our parents and treat them as very important partners in our work of educating our students and their children. Parents must be treated with courtesy and respect and we should expect that back from them. Parents should be spoken to quietly about their children, and given the opportunity to speak in private, especially when anything of a sensitive nature is to be discussed. They should not be told any professional confidences about the School, its staff or children.

Any incident of inappropriate behavior by a parent should be responded to with a quiet statement to the parent that you will refer the issue to the Head of School for discussion. Staff should never engage in private or public heated discussion with parents, particularly if they are angry. In this case, remove yourself physically from the situation and state you will refer this to the Head. Staff should:

- *Not use force as a form of punishment;*
- *Try to defuse situations before they escalate;*
- *Inform parents of any behavior management techniques used;*
- *Adhere to the School's behavior management policy; and*
- *Be mindful of factors, which may impact upon a child or young person's behavior, e.g. bullying, abuse and where necessary take appropriate action.*

The School will:

- *Have in place appropriate behavior management policies; and*
- *Where appropriate, develop positive handling plans in respect of an individual child or young person.*

**Dress and Appearance:** Staff should be dressed appropriately and smartly at all times and in line with the staff dress code. Those who dress or appear in a manner that could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation. Sports clothing should be worn for sporting occasions. This means that staff should wear clothing which:

- Promotes a positive and professional image;
- Is appropriate to their role;
- Is not likely to be viewed as offensive, revealing, or sexually provocative;
- Does not distract, cause embarrassment or give rise to misunderstanding;
- Is absent of any political or otherwise contentious slogans;
- Is not considered to be discriminatory; and
- Is compliant with professional standards.

**Confidentiality:** The storing and processing of personal information is governed by the Data Protection Act 1998 and the school recognizes its responsibilities with regards to the security of data kept regarding its Students and staff. Members of staff may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given highly sensitive or private information. They should never use confidential or personal information about a student or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other Schools). Information must never be used to intimidate, humiliate, or embarrass the student. In circumstances where the Student's identity does not need to be disclosed, the information should be used anonymously. If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management. **This means that staff should:**

- Be clear about when information can be shared and in what circumstances it is appropriate to do so;
- Are expected to treat information they receive about students in a discreet and confidential manner;
- Seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them; and
- Need to know to who any concerns or allegations should be reported.

**Use of Electronic Equipment Including Personal Mobile Phones and Cameras;**

Personal cameras belonging to staff and volunteers are not to be used on the School premises or School grounds at any time. Cameras on staff-owned mobile phones should not be used on School premises or School grounds at any time. No images may be taken of the School or any students using mobile phones or personal cameras. Instead, only School cameras may be used for official photographs under the direction of the Head. These photographs must only be downloaded using the School's computers and not onto a personal, private computer. Personal mobile phones

may be used in dedicated staff areas or in class and teaching rooms ONLY when the children are not present. Staff should not accept mobile phone calls during a lesson or when they are with children. The only exception to this is if the Head calls a staff member (usually only on Sports Days or on School trips, or if the school receptionists or School Business Office calls in similar circumstances). These calls will only be made in unusual or emergency situations. Phones brought to School should be left in an individual's own bag and should be turned off or on silent.

**Appropriate material:** staff must ensure that students are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and staff must not use School property or the School network to access such material. You should not allow unauthorized access to School equipment and should keep your computer passwords safe. If you discover material on either staff or student electronic equipment that is potentially illegal or inappropriate, you must immediately isolate the equipment and contact the Designated Safeguarding Lead in accordance with the School's Child Protection Policy. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated that in itself can lead to a criminal prosecution. Students must not be exposed to unsuitable material on the Internet and Staff should ensure that any film or material shown is age appropriate. There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children are illegal. This will lead to criminal investigation and the individual being barred from working with students, if proven.

Staff should:

- Abide by the school's acceptable use and e-safety policy;
- Ensure that children cannot be exposed to indecent or inappropriate images; and
- Ensure that any films or material shown to children are age appropriate.

**Communication with Students (including the Use of Technology):** Communication with Students both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes but is not limited to the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices.

Staff should not contact Students or parents of students from their personal mobile phone, or give their mobile phone number to students or parents of students. Instead, a School telephone should be used. Also, staff should avoid storing Students' or parents of Students' telephone numbers on their mobile phones, send to or accept from colleagues, students or parents of student's texts or images that could be viewed as inappropriate. The School staff should also be alert to the possible risks that might arise from social contact with students outside of TASIS.

Staff must not have any images of School children or parents on their personal pages on social networking sites. Staff must not accept children as "friends" or "contacts" on these sites and must ensure the highest privacy controls are used at all times on their personal pages on such sites, checking regularly for updates. Staff should not make reference to the School on any personal electronic communications or social network including 'job status'. When engaged in School related business, Staff should only engage in electronic communication via the School email network and not through other inappropriate methods such as networking sites, blogging, chat rooms and private email. Failure to do so is a disciplinary matter.

Staff should not request or respond to any personal information from children other than which may be

necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication that could be interpreted as 'grooming behavior'. Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, or details of web based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable.

We advise all our staff to carefully restrict their Facebook profiles to ensure parents and students cannot contact them; this could involve removing their last name from their page. We also advise faculty and staff not to accept friend requests from students until graduates have been out of school for three years.

Inappropriate adult behavior that must be avoided also includes:

- Talking about sex lives particularly in front of children;
- Being alone with children in a group setting for unusually long periods of time without good reason;
- Showing unusual interest in one specific child;
- Inappropriate use of mobile phones where phone calls or texts take attention away from supervising children; and
- Staff should not use social networking pages at School on either School or personal devices.

**This means that TASIS:**

- *Has in place an Acceptable Use Policy (AUP);*
- *Continually self-reviews e-safety policies in the light of new and emerging technologies and*
- *Has a communication policy, which specifies acceptable and permissible modes of communication.*

**Physical Contact with Students:** There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most staff and will in some circumstances be inappropriate. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the School's incident book and, if appropriate, a copy placed on the child's file.

Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary. The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each student. Students with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

It is recognized that some students may seek inappropriate physical contact. It is the responsibility of the staff member to sensitively deter the student and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/ carer.

Some staff working in certain settings, for example sports, drama or outdoor activities, or who teach specific subjects such as PE or music, will have to initiate some physical contact with students, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a student so they can perform an

activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice. Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment, i.e. one easily observed by others and last for the minimum time necessary.

This means that staff should:

- *Treat children with dignity and respect and avoid contact with intimate parts of the body;*
- *Always explain to a child the reason why contact is necessary and what form that contact will take;*
- *Consider alternatives, where it is anticipated that a student might misinterpret any such contact;*
- *Be familiar with and follow recommended guidance and protocols;*
- *Conduct activities where they can be seen by others; and*
- *Be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact.*

*This means that TASIS will:*

- *Have up to date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behavior and conduct; and*
- *Ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.*

**Intimate Care:** Some job responsibilities with children may necessitate contact with children. For example assisting young children with toileting, or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. Students should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the Student's care plan specifies the reason for this. Any vulnerability, including those that may arise from a physical or learning difficulty should be considered when formulating the individual Student's care plan. The views of parents, carers and the Student, regardless of their age and understanding, should be actively sought in formulating the plan and in the necessary regular reviews of these arrangements.

Students are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. However, appropriate level of supervision is needed in order to safeguard Students, satisfy health and safety considerations, and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment of the children. All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required.

Staff should:

- Adhere to the School's intimate care guidelines or code of practice;
- Make other staff aware of the task being undertaken;
- Explain to the child what is happening before a care procedure begins;
- Consult with colleagues where any variation from agreed procedure/care plan is necessary;
- Record the justification for any variations to the agreed procedure/care plan and share this information with the

Student and their parents/carers;

- Avoid any visually intrusive behaviour;
- Where there are changing rooms announce their intention of entering; and
- Always consider the supervision needs of the Students and only remain in the room where their needs require this.

Staff should not:

- Change or toilet in the presence or sight of Students;
- Shower with Students; or
- Assist with intimate or personal care tasks, which the Student is able to undertake independently.

This means that TASIS will:

- Have written care plans in place for any Student who could be expected to require intimate care; and
- Ensure that Students are actively consulted about their own care plan.

**Transporting Students:** In certain situations, e.g., out of School activities, staff or volunteers may agree to transport students. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one member of staff additional to the driver acting as an escort. Where adults transport children in a vehicle that requires a specialist license/insurance, e.g., PCV or LGV - staff should ensure that they have an appropriate license and insurance to drive such a vehicle. Staff should ensure that their behavior is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children. It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers. There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

This means that TASIS:

- *Should have appropriate policies for transporting students.*

This means that our staff should:

- *Ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgment and/ or ability to drive;*
- *Be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer;*
- *Record details of the journey in accordance with agreed procedures;*
- *Ensure that their behavior is appropriate at all times;*
- *Ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven; and*
- *Ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.*

**Sharing Concerns and Recording Incidents:** Individuals should be aware of the TESIS child protection procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. It is essential that accurate and comprehensive records be maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of students. This means that adults:

- *Should be familiar with their school/ service's system for recording concerns; and*
- *Should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace.*

**This means that TESIS:**

- *Should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace.*

**First Aid and Administration of Medication:** Health and safety legislation places duties on all employers to ensure appropriate health and safety policies and equipment is in place and an appropriate person is appointed to take charge of first-aid arrangements. Any employee may volunteer to undertake this task but it is not a contractual requirement and appropriate training should be given before an individual takes on a role that may require administering first aid or medication.

**This means that TESIS should:**

- *Ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention;*
- *Ensure there are trained and named individuals to undertake first aid responsibilities;*
- *Ensure training is regularly monitored and updated; and*
- *Always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication.*

In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of students and staff. With the permission of parents, students should be encouraged to self-administer medication or treatment. If a member of staff is concerned or uncertain about the amount or type of medication being given to a Student this should be discussed with the Designated Safeguarding Lead. Parents should always be informed when first aid has been administered. Staff must:

- *Adhere to the School's policy for administering first aid or medication;*
- *Comply with the necessary reporting requirements;*
- *Make other adults aware of the task being undertaken;*
- *Explain to the child what is happening;*
- *Always act and be seen to act in the child's best interests;*
- *Ensure that where staff are taking any medication, that they are fit to work with children if required;*
- *Report and record any administration of first aid or medication;*
- *Have regard to any health plan which is in place; and*
- *Always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.*

**Home Visits:**

When this instance occurs, the purpose of any visit must be discussed with a member of the senior leadership team and wherever possible, two members of staff School should visit. Ensure that the home visit is planned and discussed

with the parent of the student so as to not arrive unannounced. Staff should inform another member of staff and keep a clear record of the time, location and expected of their visit, ensuring there are clear themselves on the location and where deemed appropriate, inform a member of staff when the home visit is finished. Staff must ensure they have a mobile phone with them when making a home visit so that they may contact a member of staff as required. Where any behaviour or situation gives rise to a concern, it is reported and actioned. If no adult is at home when staff arrives, do not enter the house. Instead consider whether there is a safeguarding concern and take appropriate action. Staff should, wherever possible, meet with parents at the School.

### **Overnight supervision and examinations:**

There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances examination boards may allow candidates to take an examination the following morning, including Saturdays. The candidate's parent/carer or school staff may undertake the supervision of a candidate on journeys to and from the centre and overnight. The examination board requires the TASIS to determine a method of supervision that ensures the candidate's wellbeing. As a result in some circumstances staff may be asked to volunteer to supervise students overnight. The overriding consideration should be the safeguarding and duty of care towards both the Student and staff; therefore in the rare case that overnight supervision is required, specific arrangements will be made on a case-by-case basis. Where arrangements are made for a staff member to supervise a Student overnight then all necessary safeguards should be in place. If staff do need to supervise Students overnight:

- *A full health and safety risk assessment will be undertaken;*
- *This should be a member of the boarding staff;*
- *All arrangements should be made in partnership and agreement with the Student and parents/carers;*
- *Arrangements involving one to one supervision should be avoided wherever possible;*
- *As much choice, flexibility and contact with 'the outside world', should be incorporated into any arrangement so far as is consistent with appropriate supervision;*
- *Whenever possible, independent oversight of arrangements should be made; and*
- *Any situation which gives rise to complaint, disagreement or misunderstanding should be reported.*

### **Safeguarding children's welfare:**

Staff must report any concerns about a child or a member of staff as soon as possible to the Designated Safeguarding Lead or, if unavailable, the Deputy Designated Safeguarding Lead. Concerns about the welfare of colleagues or children should be communicated to the Head of School immediately. Remember, these guidelines will protect you, the children and the School. Failure to comply may well be interpreted by the School as misconduct. Please be aware of the importance of these measures and adhere to them at all times. Failure to comply is likely to result in a disciplinary action or in certain cases a child protection allegation.

### **Curriculum content:**

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Responding to children's questions requires careful judgment and staff should take guidance in these circumstances from the Designated Safeguarding Lead. Care should be taken to ensure that resource materials are not misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. Developing ground rules with Students to ensure sensitive topics can be discussed in a safe learning environment can support this. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. drama. Care should also be taken to comply with the school's policy on spiritual, moral, social; cultural (SMSC) development, which

should be rigorously reviewed to ensure it, is lawful and consistently applied. Staff should also comply at all times with the policy for sex and relationships education (SRE).

Staff should:

- Take care when encouraging Students to use self-expression, not to overstep personal / professional boundaries;
- Have clear written lesson plans; and
- Be able to justify all curriculum materials and relate these to clearly identifiable lesson plans.

Staff should not:

- Enter into or encourage inappropriate discussions which may offend or harm others;
- Undermine fundamental British values or express any prejudicial views; and
- Attempt to influence or impose their personal values, attitudes or beliefs on Students.

### **Political Influence:**

All adults who work with children and young people must be alert to the position they are in to influence young people politically. However, they have an important and necessary responsibility to assist them to become politically aware and respect a set of attitudes that can be referred to as British Values. Moreover all adults who work with young people must consciously refrain from aiming to influence them in any particular political or religious ideology or mind set. This means that staff should:

- *Avoid aiming to influence young people in any one political viewpoint; and*
- *Recognize, support and encourage young people to be aware of and respect British Values (see our curriculum planning document).*

### **The Prevent Initiative:**

All adults who work with children and young people must be familiar with the Prevent Initiative and with the terms intolerance, extremism, fundamentalism and radicalization. All adults who work with children and young people must be alert to them displaying racial or religious intolerance, homophobia and misogyny particularly when linked to expressions of religious belief. Staff must:

- *Be aware of the government's Prevent Initiative;*
- *Discuss with the Head of School if they are concerned in any way about an individual student showing signs of political or religious radicalization or of being influenced by others in this way; and*
- *Discuss with the Head of School if they are concerned in any way about an individual student showing signs of religious or racial intolerance, misogyny or homophobic views.*

**TASIS References:** Official TASIS England references will come from the following people only: the Heads of Lower/Middle/Upper School, the Bursar, HR Manager and the Head of School. TASIS England references will be only written for a specific vacancy and general references will not be given. A member of faculty/staff can give only an employment reference for another employee in a personal capacity. This reference cannot be connected to TASIS England in any official capacity, and TASIS England letterhead/stationary must not be used. The referee must make it clear that the reference is only a personal one.

### **Appendix 1 – Social contact with parents and Students outside of the workplace**

It is acknowledged that staff may have genuine friendships and social contact with parents of Students, independent of the professional relationship. Staff should, however remember that discussions with friends, parents or non-

parents of the school must ensure confidentiality and not discuss matters relating to the school or Students. Staff must not post anything onto social networking sites such as Facebook that could be construed to have any impact on the organization's reputation. (We advise all our staff to carefully restrict their Facebook profiles to ensure parents and students cannot contact them. One way of doing so could be to remove their last name from their page). We explain to staff that although they are able to accept friendship requests from friends who may also be parents of students at the school, staff must be aware of the potential issues this could cause. Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the setting. If any offense is caused, then the member of staff involved could face disciplinary action, which could potentially result in dismissal. We also advise faculty and staff not to accept friend requests from students until they have graduated and have been out of school for three years.

Staff should also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse. It is also important to recognize that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalization. Staff should recognize that some types of social contact with Students or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the School into disrepute (e.g. attending a political protest, or circulating propaganda).

If a Student or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement. This also applies to social contacts made through outside interests or the staff member's own family. Some staff may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the staff member 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.

**Staff should:**

- Always approve any planned social contact with Students or parents with senior colleagues;
- Advise senior management of any regular social contact they have with a Student which could give rise to concern;
- Refrain from sending personal communication to Students or parents unless agreed with senior managers;
- Inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship; and
- Inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace, e.g. babysitting or tutoring.

**Appendix 2 – Teacher's Standards**

The following Teacher's Standards outline the minimum standards expected of teachers at TASIS and as such, form part of our Code of Conduct to which all teaching staff must meet. At TASIS, teachers shall:

**Set high expectations which inspire, motivate and challenge students:**

- Establish a safe and stimulating environment for students, rooted in mutual respect;
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions; and
- Demonstrate consistently the positive attitudes, values and behavior, which are expected of students.

**Promote good progress and outcomes by students:**

- Be accountable for students' attainment, progress and outcomes;
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- Guide students to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching; and
- Encourage students to take a responsible and conscientious attitude to their own work and study.

**Demonstrate good subject and curriculum knowledge:**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics; and
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**Plan and teach well-structured lessons:**

- Impart knowledge and develop understanding through effective use of lesson time;
- Promote a love of learning and children's intellectual curiosity;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- Reflect systematically on the effectiveness of lessons and approaches to teaching; and
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**Adapt the teaching to respond to the strengths and needs of all students:**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development; and
- Have a clear understanding of the needs of all students, including those with 'additional needs'; those of high ability; those with English as an additional language and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment:**

- Knowing and understanding how to assess the relevant subject, therapy and curriculum areas, including statutory assessment requirements;
- Making use of formative and summative assessment to secure students' progress;
- Using relevant data to monitor progress, set targets, and plan subsequent lessons; and
- Giving students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

**Manage behavior effectively to ensure a good and safe learning environment:** This includes:

- Having clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour policy;
- Allocating praise, sanctions and rewards consistently and fairly;
- Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them; and
- Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.

**Fulfill wider professional responsibilities:** This includes:

- Make a positive contribution to the wider life and ethos of the school;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Deploy support staff effectively;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; and
- Communicate effectively with parents with regard to Students' achievements and well-being.

**Personal and Professional Conduct including Standards of Behavior for all teaching and support staff:** At TASIS it is incumbent on all staff including volunteers to comply with the following Professional Code of Conduct inclusive of implementing the anti-bullying, supervision of children and behavioral policies inclusive of their associated documents. All staff is required to demonstrate consistently high standards of personal and professional conduct. The following statements define the behavior and attitudes that set the required standard for conduct throughout their time at TASIS. We have a duty to uphold public trust in us as professionals and maintain high standards of ethics and behavior, within and outside School, by:

- Treating students 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 students' well-being, in accordance with statutory provisions 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; and
- Ensuring that personal beliefs are not expressed in ways, which exploit students' vulnerability or might lead them to break the law.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the school in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the NCTL, a bar from engaging in regulated activity, or action by another relevant regulatory body.

**This means that staff 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;
- Make, or encourage others to make sexual remarks to, or about, a Student;

- Use inappropriate language to or in the presence of Students;
- Discuss their personal or sexual relationships with or in the presence of Students; or
- Make (or encourage others to make) unprofessional personal comments, which scapegoat, demean or humiliate, or might be interpreted as such.

**This means that staff should:**

- Be aware that behavior by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children; and
- Understand that a person who provides Early Years education or Childcare may be disqualified because of their “association” with a person living or employed in the same household who is disqualified.

**THE SURREY STAFF BEHAVIOUR POLICY (CODE OF CONDUCT) WITH REFERENCE TO SAFEGUARDING**

**1.0 Introduction**

- 1.1 This policy sets out clear guidance on the standards of behaviour expected from all staff at. The TASIS principles underlying the guidance aim to encourage staff to achieve the highest possible standards of conduct and minimize the risk of inappropriate conduct occurring.
- 1.2 School staff are in a unique position of trust and influence as role models for Students/students. Therefore, staff must adhere to behaviour that sets a good example to all Students/students within the school.
- 1.3 Staff also have an individual responsibility to maintain their reputation and the reputation of the school, both inside and outside working hours and work setting.
- 1.4 This policy applies to all staff and volunteers in the school regardless of their position, role or responsibility. References to ‘staff’ throughout the policy relate to all of the following groups:
  - 1.4.1 All members of staff including teaching and support staff
  - 1.4.2 Volunteers, including governors
  - 1.4.3 Casual workers
  - 1.4.4 Temporary and supply staff, either from agencies or engaged directly
  - 1.4.5 Student placements, including those undertaking initial teacher training and apprentices.
- 1.5 TASIS School requires that all staff have read and agree to comply with this policy.
- 1.6 Breach or failure to observe this policy will result in action being taken under the school disciplinary procedures including, but not limited to, dismissal.
- 1.7 This code of conduct is not an exhaustive list of acceptable and unacceptable standards of behaviour. In situations where guidance does not exist in this policy staff are expected to exercise their professional judgment and act in the best interests of the Students/students and the school.

**2.0 Professional Behaviour and Conduct**

- 2.1 Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. TASIS School expects staff to

treat each other, Students/students, parents and the wider community with dignity and respect at all times.

- 2.2 Staff must act in accordance with their duty of care to Students and ensure that the safety and welfare of Students are accorded the highest priority.
- 2.3 Staff should show fairness in their treatment of children and avoid behaviours such as embarrassing or humiliating Students/students, making jokes at the expense of Students/students, discriminating against or favouring Students/students and sarcasm.
- 2.4 Staff must show tolerance of and respect the rights of others and should uphold the fundamental British values including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.
- 2.5 Staff must have regard for the ethos and values of the school and must not do or say anything, which may bring the school or governing body into disrepute. Care should be taken by staff to avoid any conflict of interest between activities undertaken outside school and responsibilities within school. Staff should act in accordance with the school's policies and procedures at all times.

### **3.0 Dress and Appearance**

- 3.1 TESIS recognise that dress and appearance are matters of personal choice and self-expression. However, all staff must dress in a manner that is appropriate to a professional role and that promotes a professional image.
- 3.2 Staff should dress in a manner that is not offensive, revealing or sexually provocative and in a manner that is absent from political or contentious slogans.
- 3.3 Staff should dress safely and appropriately for the tasks they undertake.
- 3.4 Tattoos and body art should be covered while staff are in school. Discreet earrings are acceptable but all other body piercings should be removed while on school premises.

### **4.0 Smoking, alcohol, e-cigarettes and other substances**

- 4.1 TESIS is a non-smoking site. Staff must not smoke or use e-cigarettes on school premises or outside school gates. Any member of staff wishing to smoke or use an e-cigarette must leave the school grounds.
- 4.2 Staff must not smoke or use an e-cigarette whilst working with or supervising Student's offsite.
- 4.3 Staff must not consume or be under the influence of alcohol, illicit drugs or other illegal substances on or near school premises.
- 4.4 Staff must refrain from the consumption of alcohol and other substances at school/student events (i.e. Leaving Proms, residential visits) both within the school premises and outside the school setting.

## 5.0 Relationships with Students

- 5.1 Staff must maintain professional boundaries with students appropriate to their position and must always consider whether their actions are warranted, proportionate, and safe and applied equitably. Staff should act in an open and transparent way that would not lead any reasonable person to question their actions or intent. Staff should think carefully about their conduct so that misinterpretations are minimised.
- 5.2 Staff must not establish or seek to establish social contact with Students for the purpose of securing a friendship or to pursue or strengthen a relationship. If a young person seeks to establish social contact you should exercise your professional judgement in making a response and be aware that such social contact could be misconstrued.
- 5.3 Staff must not develop personal or sexual relationships with Students/students and should not engage in any sexual activity with a Student/student. Sexual activity does not just involve physical contact including penetrative and non-penetrative acts.
- 5.4 Working Together to Safeguard Children<sup>1</sup> defines sexual abuse as ... '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. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- 5.5 Staff should be mindful of section 16 of The Sexual Offences Act 2003<sup>2</sup>.
- 5.6 Staff must not make sexual remarks to a Student/student, discuss their own sexual relationships with, or in the presence of, Students/students or discuss a Student's sexual relationships in an inappropriate setting or context.
- 5.7 Contact with Students/students should be through the TASIS established procedures taking in to consideration any safeguarding factors that may be relevant to this situation.. Personal phone numbers, email addresses or communication routes via all social media platforms should not be used and staff should not share their home address with Students/students. If contacted via an inappropriate route the member of staff must inform the Head of School immediately.
- 5.8 TASIS staff must not accept friend invitations or become friends with any Student/student of TASIS School on any social media platform. Staff should also refrain from following the Twitter or other

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<sup>1</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

<sup>2</sup> Section 16 of The Sexual Offences Act 2003 provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

similar social media accounts of Students/students or their parents. Staff must read the school's e-safety policy carefully and follow all advice and guidance contained within it.

## **6.0 Infatuations**

- 6.1 It is not unusual for Students or, sometimes, their parents to develop infatuations towards members of staff. All such situations must be responded to sensitively to maintain the dignity of those concerned.
- 6.2 Staff should also be aware that such circumstances carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. Any indications of an infatuation towards yourself or another member of staff must be reported to your line manager.

## **7.0 Gifts/Hospitality**

- 7.1 Staff need to take care that they do not accept any gift/offer of hospitality that might be construed as a bribe by others, or lead the giver to expect preferential treatment. However, there may be occasions where Students/students or parents wish to give a small token of appreciation to staff, for example at religious festivities or at the end of the year.
- 7.2 It is unacceptable to receive gifts on a regular basis or to suggest to students that gifts are appropriate or desired. Money must not be accepted as a gift. If you are unsure whether to accept a gift you should consult your line manager.
- 7.3 Staff must not accept significant gifts or hospitality from Students, parents, carers, and actual or potential contractors or outside suppliers. (Please seek advice from the Head of School if you consider that the gift is excessive) All such gifts/offers of hospitality should be reported to your line manager and recorded.
- 7.4 Personal gifts must not be given by staff to Students/students and any reward to Students/students should be in accordance with TESIS School's behaviour policy, recorded and not based on favouritism.

## **8.0 Physical Contact with Students**

- 8.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with Students, but it is crucial that they only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with Students it should be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.
- 8.2 Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact, which is acceptable to the child for the minimum time necessary.
- 8.3 It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.

- 8.4 Staff should be aware that even well intentioned physical contact might be misconstrued by the child, an observer or by anyone to whom this action is described. Staff should never touch a child in a way, which may be considered indecent. Always be prepared to explain actions and accept that all physical contact be open to scrutiny. Staff must not engage in rough play, tickling or fun fights with Students/students.
- 8.5 Extra caution should be exercised where a child is known to have suffered previous abuse or neglect. Such experiences may sometimes make a child exceptionally needy and demanding of physical contact and staff should respond sensitively by deterring the child through helping them to understand the importance of personal boundaries.
- 8.6 Staff supervising PE and games or providing musical tuition should demonstrate the use of a particular piece of equipment/instrument on another member of staff if possible. However, they may be required to initiate physical contact with Students/students to support a child to perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or to assist them with an exercise. Contact under these circumstances should be done with the Student/student's agreement, for the minimum time necessary and in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the Student/student.
- 8.7 Physical contact must never be secretive, for the gratification of the adult or represent a misuse of authority.
- 8.8 If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be reported to your line manager, recorded and, if appropriate, a copy placed on the child's file.
- 8.9 Staff should refer to the TESIS Physical Intervention/Positive Handling/ Intimate Care Policies [*Please delete as appropriate*]

## **9.0 Child in distress**

- 9.1 There may be occasions when a Student/student is in distress and in need of comfort as a reassurance. This may include age appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.
- 9.2 Such incidents should always be recorded and shared with your line manager. If you have a particular concern about the need to provide this type of care and reassurance you should seek further advice from your line manager.

## **10.0 Showers and changing**

- 10.0 Students/students are entitled to respect and privacy whilst they are changing or showering after PE/games or swimming. However, there needs to be an appropriate level of supervision in order to safeguard young people, meet health and safety requirements and to ensure that bullying does not take place. The supervision should be appropriate to the needs and age of the Students/students and sensitive to the potential for embarrassment.

- 10.1 Staff should be vigilant about their own behaviour and announce their intention of entering a changing room. Staff must not change or shower in the same place as children.

### **11.0 One to one situations**

- 11.1 Staff working individually with Students/students should be aware of the potential vulnerability of Students/students and staff in such situations. Staff should manage these situations with regard to the safety of the Student/student and to themselves.
- 11.2 Individual work with Students should not be undertaken in isolated areas or rooms where there is no external viewing panel. Where it is necessary to close doors for reasons of confidentiality a colleague should be made aware of this and asked to remain vigilant.

### **12.0 Transporting Students**

- 12.1 In certain circumstances it may be appropriate for staff to transport Students/students offsite, for example sports fixtures, swimming lessons or other out of school activities. A designated member of staff should be appointed to plan and provide oversight of all transport arrangements and to respond to any difficulties that may arise.
- 12.2 Staff should ensure that the transport arrangements and the vehicle meet all legal requirements. Staff should ensure that the driver has the appropriate license for the vehicle, that the vehicle is roadworthy, has a valid MOT certificate and is appropriately insured and that the maximum capacity is not exceeded.
- 12.3 Staff should ensure that the driver is not distracted while the vehicle is in motion for any reason other than an emergency and should also ensure all passengers are wearing correctly fastened seatbelts. Staff should never transport Students/students while under the influence of alcohol or drugs.
- 12.4 Prior to transporting Students offsite consent must be obtained from Student/students' parent/guardian and staff should be aware that the safety and welfare of the Students/students is their responsibility until this is safely passed back to their parent/carer.

### **13.0 Online Safety**

- 13.1 Staff should follow the TESIS Online Safety policy for staff and the Acceptable Use Policy at all times and have regard for the TESIS Online Safety policy for Students.
- 13.2 Staff must not engage in inappropriate use of social network sites, which may bring themselves, the school or the school community into disrepute. Staff should adopt the highest security settings on any personal profiles they have.
- 13.3 Staff should remain mindful of their digital footprint and exercise caution in all their use of social media or any other web based presence they have. This includes written content, videos or photographs and views expressed either directly or by 'liking' certain pages or posts or following

certain individuals or groups. Staff should exercise care when using dating websites where staff could encounter students.

- 13.4 Staff must not make contact with Students, must not accept or initiate friend requests nor follow Students/students accounts on any social media platform. Staff must not communicate with Students/students via social media, websites, instant messenger accounts or text message. The only acceptable method of contact is via the use of school email accounts or telephone equipment.
- 13.5 Staff should not make contact with Students' family members, accept or initiate friend requests or follow Students' family member's account on any social media platform.
- 13.6 However, TASIS acknowledges that staff that are also parents may wish to make contact with other parents, who are friends, over social media. Staff must exercise caution and professional judgement in these circumstances and should not have any contact with Students' family members via social media if that contact is likely to constitute a conflict of interest or call into question their objectivity.
- 13.7 Mobile phones and personally owned devices such as tablets may not be used during lessons or formal school time. They should be switched off (or silent) at all times. The Bluetooth functionality of a mobile phone or tablet should be switched off at all times and may not be used to send images or files to other mobile phones. Mobile phones and personal devices are not permitted to be used in certain areas within the school site such as changing rooms and toilets.
- 13.8 The camera and filming functions of mobile devices must not be used in school, on school trips or on official school business.
- 13.8 Mobile phones and personally owned mobile devices brought in to school are the responsibility of the device owner. TASIS accepts no responsibility for the loss, theft or damage of personally owned mobile phones or mobile devices.

#### **14.0 Photography, video and images of children**

- 14.1 Many school activities involve recording images as part of the curriculum, extra school activities, and publicity or to celebrate an achievement. In accordance with The Data Protection Act 1998 the image of a Student/student is personal data. Therefore, it is a requirement under the Act for consent to be obtained from the parent/guardian of a Student/student for any images made. It is also important to take into account the wishes of the Student/student, remembering that some Students/students do not wish to have their photograph taken or be filmed.
- 14.2 Using images for publicity purposes will require the age-appropriate consent of the individual concerned and their parent/guardian. Images should not be displayed on websites, in publications or in a public place without their consent. Staff should also be clear about the purpose of the activity and what will happen to the photographs/images/video footage when the lesson or activity is concluded.
- 14.3 Photographs/stills or video footage of Students/students should only be taken using school equipment for purposes authorised by the school and should be stored securely and only on school equipment.

- 14.4 Staff should ensure that a member of the Senior Leadership Team is aware of the proposed use of photographic/video equipment and that this is recorded in lesson plans. All photographs/stills and video footage should be available for scrutiny and staff should be able to justify all images/video footage made.
- 14.5 Staff should remain aware of the potential for images of Students/students to be misused to create indecent images of children and/or for grooming purposes. Therefore, careful consideration should be given to how activities, which are being filmed or photographed, are organised and undertaken. Particular care should be given when filming or photographing young or vulnerable Students/students who may be unable to question how or why the activities are taking place. Staff should also be mindful that Students/students who have been abused through the use of video or photography might feel threatened by its use in a teaching environment.

## **15.0 Confidentiality**

- 15.1 Members of staff may have access to confidential information about Students/students, their parents/carers or their siblings. Staff must not reveal such information except to those colleagues who have a professional role in relation to the Student/student on a need to know basis.
- 15.2 Staff should never use confidential or personal information about a Student/student or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the Student/student.
- 15.3 All staff are likely at some point to witness actions, which need to be confidential. For example, where a Student/student is bullied by another Student/student, this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the Student/student's parent or carer, nor with colleagues in the school except by a senior member of staff with the appropriate authority to deal with the matter.
- 15.4 Staff have a statutory obligation to share with the TESIS Designated Safeguarding Lead or Deputy Designated Safeguarding Lead any information which gives rise to concern about the welfare or safety of a Student/student or that might suggest a Student/student is in need or at risk of significant harm. Staff should pass on information without delay in accordance with the TESIS safeguarding policy and procedures and this should be recorded. Staff must never promise a Student/student that they will not act on or pass on any information that they are told by the Student/student.
- 15.5 Staff should refer to the Department of Education's document Information sharing: advice for practitioners providing safeguarding services<sup>3</sup> for further guidance on information sharing. If you are in any doubt about whether to share you should seek guidance from a member of the senior leadership team.

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<sup>3</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

15.6 Any media or legal enquiries should be passed to the senior leadership team and only approved staff and Governors should communicate to the media about the school.

## **16.0 Whistleblowing**

16.1 Whistleblowing is the mechanism by which staff can voice their concerns, without fear of repercussion.

16.2 All school staff has a duty to report any behaviour by a colleague, which raises concern. Staff should refer to the TESIS whistleblowing policy for further guidance. This is particularly important where the welfare of Students/students may be at risk.

## **17.0 Compliance**

17.1 All staff must complete the form to confirm they have read, understood and agree to comply with this policy. This form should be signed and dated and a copy retained.