SOUTHWARK MODEL CODE OF CONDUCT

HR Policy:	Code of Conduct
Date of implementation:	01.07.25
Reviewed and recommended by:	Full Governing Body
Signed by Chair:	
School:	Dulwich Wood Schools

Links to other policies and procedures:

All staff have an obligation to adhere to all relevant legislation and the national and local terms and conditions for both teaching and support staff.

All staff are expected to observe the school's equality policy and ensure that they treat everyone with respect, oppose any forms of discrimination and bullying and are sensitive to other people's needs, attitudes and lifestyles.

The school's disciplinary policy and procedure aligns with this code of conduct. Failure to observe any of the standards in the code of conduct may lead to disciplinary action, which could result in dismissal.

The following documents are of relevance:

Document
Low Level Concerns
Child Protection
Online / E-Safety Policy
Staff ICT Acceptable Use Agreements
Disciplinary Policy
Staff Grievance
Behaviour Management Policy
Recruitment and Selection Policy
Keeping Children Safe in Education (KCSiE)
Working Together to Safeguard Children - Statutory Guidance
Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings (SRC)
The Data Protection Act 2018

Table of Contents

I. Using this document 4
II. Introduction 4
1. Scope 4
2. Underlying Principles 4
3. Acting outside of the Code of Conduct 5
III. Safeguarding 5
1. Setting an example – general obligations 5
2. Safeguarding Pupils/Students 6
3. Professional Boundaries 6
4. Pupil/Student Development 7
5. Staff/Pupil Relationships 7
6. Infatuations 7
7. Pupils in distress 7
8. Physical contact 8
9. Care, Control and Physical Intervention 8
10. One-to-One Situations 8
11. Home Visits 9
12. Educational Visits and After-School Activities 9
13. Transporting or Accompanying Pupils Off-site 9
14. First Aid 9
15. Curriculum 10
IV. Ethical and Professional Standards 10
1. Confidentiality 10
2. Honesty and Integrity 11
3. Conduct Outside of Work 11
4. Outside Commitments 11
5. Political Neutrality 12
V. Relationships 12
1. Appointment and Employment Matters 12
2. Relationships with Elected Members 12
3. Relationships with the Local Community and Service Users 13
4. Relationships with Contractors 13

5. Personal Interests 13
VI. Appearance and Dress 14
VII. Bribery and Corruption 14
1. Gifts 14
2. Hospitality 14
3. Sponsorship 15
VIII. Financial Safeguarding 15
1. Separation of Roles during Tendering 15
2. Use of Financial Resources 15
IX. Council 16
1. Debts and Rent or Council Tax Arrears 16
2. Social Care Intervention 16
X. Use of Technology 16
1. Use of Phones and other Communication Devices (School and Personal) 16
2. Smart Watches 17
3. Photography, Videos and Other Creative Arts 17
4. Use of Social Media 18
5. E-Safety and Internet Use 19
XI. Whistleblowing 20
XII. Disciplinary Action 20

I. Using this document

The Code of Conduct should be part of every new starter's induction. It should also be made available and accessible to all employees, workers and volunteers.

II. Introduction

The Governing Board of (insert school) have set out this Code of Conduct for all school employees. The Headteacher will be responsible for the implementation. It sets out the standards of behaviour expected from all staff. The principles underlying this code are about staff achieving the highest possible standards of conduct and minimising the risk of inappropriate conduct occurring. It is not intended as a definitive list of what is, or is not, appropriate behaviour in all circumstances. In these circumstances, staff will be expected to act reasonably.

1. Scope

1.1. The Code of Conduct applies to all employees who are employed by the school, including the Headteacher.
1.2. The same expectations will be shared with and apply to regular visitors to the school such as peripatetic staff, agency workers and regular volunteers (including governors).
1.3. Governors are expected to observe the requirements of the Code of Conduct, in addition to the Governing Board Code of Practice. Breaches of the code by Governors will be dealt with in accordance with Governance Regulations and advice will be sought from Governor Services.
1.4. The same expectations will be shared with and apply to workers not directly employed by the school, although it is also recognised that they are covered by the relevant Code of Conduct of their employing body. Breaches of the code may be referred to their employer and they may be stopped from working for the school with immediate effect.

2. Underlying Principles

2.1. The welfare of the child is paramount.
2.2. Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
2.3. Staff are responsible for their own actions and behaviour and should avoid any conduct that would lead any reasonable person to question their motivation and intentions.
2.4. Staff should work, and be seen to work, in an open and transparent way.

2.5. Staff should acknowledge that deliberately invented/malicious allegations by children are extremely rare and that all concerns should be reported and recorded. Staff should discuss and/or take advice promptly from their line manager if they have acted in a way that may give rise to concern.
2.6. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
2.7. Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.
2.8. Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
2.9. Staff and managers should continually monitor and review practice to ensure this guidance is followed.
2.10. Staff should be aware of and understand the statutory frameworks in which they must act, their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistleblowing procedure and their Local Safeguarding Children Board LSCB procedures.
2.11. Teaching staff must also have regard for the Teachers Standards, particularly to Part 2 of the Standards.

3. Acting outside of the Code of Conduct

3.1. This document clearly sets out what conduct is acceptable and indicates what action will be taken if school rules and/or policies are not adhered to.
3.2. There may be circumstances in which staff have to make decisions in the best interests and welfare of the school and the children in their charge, which could contravene this guidance or where no guidance exists. In such instances, the Headteacher should be made aware of the action taken as soon as possible and that a record is kept.
3.3. If an employee does not adhere to the Code of Conduct, the school may take disciplinary action against them. This may have serious consequences for staff, including the possibility of dismissal in the most serious cases.

III. Safeguarding

1. Setting an example – general obligations

1.1. All staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students.

1.2. Staff must therefore set an example to pupils. They will:
    a. Avoid using inappropriate or offensive language at all times.
    b. Demonstrate the highest standards of conduct in order to encourage our pupils/students to do the same.
    c. Show tolerance and respect for the rights of others.
    d. Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
    e. Express personal beliefs in a way that will not overly influence pupils and will not exploit pupils' vulnerability or might lead them to break the law.
    f. Avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

2. Safeguarding Pupils/Students

2.1. Staff have a duty to safeguard pupils from harm. This includes physical abuse, emotional abuse, sexual abuse, neglect, extremism and radicalisation.
2.2. The duty to safeguard pupils includes the duty to report concerns about a pupil to the school's Designated Safeguarding Lead.
2.3. Staff will familiarise themselves with the school's safeguarding policy and procedures, Whistleblowing Policy, Child Protection Policy and the Prevent initiative, and ensure that they are aware of the processes to follow if they have concerns about a child. Copies of these are available in the staffroom and on the website.
2.4. Staff must not demean or undermine pupils, their parents or carers, or colleagues.
2.5. Staff must take the upmost care of pupils/students under their supervision with the aim of ensuring their safety and welfare.

3. Professional Boundaries

3.1. Children have the right to respect and privacy, especially when changing clothes or showering after physical activities like games or swimming.
3.2. All staff must maintain appropriate boundaries in their interactions with pupils.
3.3. Any form of intimate relationship between staff and pupils is a severe breach of trust.
3.4. It is also unacceptable to allow or encourage a relationship to develop in a manner that could lead to inappropriate behaviour.
3.5. Staff must be aware that any violations of the law or professional standards can result in criminal charges, disciplinary actions, or barring.

4. Pupil/Student Development

4.1. Staff must comply with school policies and procedures that support the well-being and development of pupils/students.
4.2. Staff must cooperate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.
4.3. Staff must follow reasonable instructions that support the development of pupils/students.

5. Staff/Pupil Relationships

5.1. Staff will observe proper boundaries with pupils that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.
5.2. Staff should avoid contact with pupils outside of school hours if possible.
5.3. Personal contact details should not be exchanged between staff and pupils. This includes social media profiles.
5.4. If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, this should be reported to their line manager or the Headteacher.

6. Infatuations

6.1. Where a pupil or sometimes their parent develops an infatuation or “crush”, the colleague must report this to the Headteacher.
6.2. There may be occasions where the object of the pupil or parent’s affections may not be aware of this. In such cases, colleagues must bring this to the colleague’s attention and report this to the Headteacher.
6.3. All such situations should be responded to sensitively to maintain the dignity of those of those concerned.

7. Pupils in distress

7.1. When a pupil is in distress and needs comfort or reassurance, staff should remain mindful of their actions to prevent any misunderstandings.
7.2. Physical contact should be appropriate and considerate of the pupil’s feelings, and it should always be conducted in a transparent manner.
7.3. Any incidents involving comfort and reassurance must be documented and reported to the Headteacher.

8. Physical contact

8.1. Physical contact with pupils should always be appropriate, respectful, and responsive to their needs at that moment.
8.2. It should be brief, appropriate to their age, stage of development, gender, ethnicity, and background, and should never serve the adult's interests or misuse authority.
8.3. Physical contact must not be secretive, inappropriate, or for the gratification of the adult.
8.4. Special care is necessary when dealing with children who have experienced abuse or neglect, as they may be particularly sensitive or overly demanding of physical contact. In such cases, staff should sensitively guide the child to understand personal boundaries.
8.5. Any extreme attention-seeking behaviour or situations where staff feel uncomfortable should be promptly reported to the Headteacher.
8.6. In certain situations, such as supervising PE, games, or providing music tuition, physical contact may be necessary. In these cases, the principle of “limited touch” should be adhered to, always considering the pupil’s comfort and obtaining their consent.

9. Care, Control and Physical Intervention

9.1. The school is committed to positive behaviour management, and staff must never use physical punishment, threats, sarcasm, or demeaning comments to address unacceptable behaviour.
9.2. If a child needs to be restrained for their own safety or the safety of others, it must be done according to the training and policies approved by the Leadership Team and Governing Body.
9.3. All incidents of restraint or physical intervention must be recorded and communicated to the child’s parents or carers.

10. One-to-One Situations

10.1. When working one-on-one with pupils, staff should be aware of the potential vulnerability of both the pupil and themselves.
10.2. These situations should be managed with a focus on safety.
10.3. Staff should avoid conducting one-on-one sessions in isolated areas or rooms without external visual access.
10.4. If confidentiality requires that a door be closed, a colleague should be informed and asked to remain vigilant.

11. Home Visits

11.1. Whenever possible, interactions with pupils and parents should occur at school or another recognised workplace. However, urgent or specific situations may necessitate one-off or regular home visits.
11.2. Before any visit, a risk assessment should be conducted, taking into account any known factors about the child, parents, or other household members.
11.3. Appropriate risk management measures must be implemented before proceeding with a visit.
11.4. If little or no information is available, staff should not visit alone.
11.5. No child or young person should be in, or invited into, a staff member's home unless this has been clearly established and approved by the parents or carers and a senior manager or Head Teacher.

12. Educational Visits and After-School Activities

12.1. During educational visits and after-school activities, staff must maintain professional behaviour at all times and adhere to clearly defined boundaries.
12.2. For activities that include overnight stays, special attention should be given to sleeping arrangements.
12.3. Parents, children, and staff should be informed of these arrangements prior to the trip.
12.4. Organisers must ensure appropriate staff-to-child ratios and a suitable gender mix of staff, especially during overnight stays.

13. Transporting or Accompanying Pupils Off-site

13.1. Generally, staff should not be expected to transport or accompany pupils off-site alone. However, in emergencies, such as taking a pupil to the hospital, this may be necessary.
13.2. If staff use their personal vehicles to transport pupils, they must ensure appropriate escort arrangements and have business-use motor insurance.

14. First Aid

14.1. Only staff who are suitably trained and accredited should administer first aid, except in emergencies where delay could harm the child.
14.2. Children requiring intimate care are entitled to privacy, dignity, and safety.
14.3. Pupils with ongoing health issues should be treated according to an agreed Medical Plan, and only by authorised staff.

14.4. Lone staff members should not be expected to provide intimate care without another colleague present.

15. Curriculum

15.1. Staff must adhere to the school's policy on sex and relationships education and respect the wishes of parents.
15.2. The curriculum may involve topics that are sexually explicit or sensitive in nature, and care should be taken to ensure that all materials are appropriate and clearly related to the lesson plan.
15.3. Unplanned discussions on sensitive topics may arise; in these cases, staff should exercise careful judgment and seek guidance from the Leadership Team if necessary.

IV. Ethical and Professional Standards

1. Confidentiality

1.1. In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, pupils and their parents.
1.2. This information will never be:
   a. Disclosed to anyone without the relevant authority
   b. Used to humiliate, embarrass or blackmail others.
   c. Used for a purpose other than what it was collected and intended for
1.3. All staff may at some point to witness actions which need to be confidential for example, where a pupil/student is bullied by another pupil/student (or by a member of staff).
1.4. Such incidents need to be reported and dealt with in accordance with the appropriate school procedure.
1.5. They must not be discussed outside the school or with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.
1.6. However, staff have an obligation to share with their manager or the school's Designated Safeguarding Lead, any information which gives rise to concern about the safety or welfare of a pupil/student.
1.7. Staff must never promise a pupil/student that they will not act on information that they are told by the pupil/student.

2. Honesty and Integrity

2.1. Staff must maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
2.2. All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure.
2.3. Gifts from suppliers or associates of the school must be declared to the Headteacher or to the Chair of Governors if the Headteacher is the recipient, with the exception of "one off" token gifts (with a value of less than £30) from students or parents.
2.4. Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted.
2.5. Staff will ensure that all information given to the school about their qualifications and professional experience is correct.

3. Conduct Outside of Work

3.1. Staff must not engage in conduct outside work that could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school or local authority.
3.2. Any such conduct could lead to dismissal.
3.3. This covers negative comments about the school or local authority on social media.
3.4. Criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct and are likely to be regarded as unacceptable and could lead to dismissal.
3.5. Staff shall not work for anyone else while they are employed by the Governing Board without the prior written consent of the Headteacher, which shall not be unreasonably withheld.
3.6. All members of staff must declare any business interests outside of school that may be connected either to the supply of goods/services to the school or be rewarded through association with the school.

4. Outside Commitments

4.1. While employees have the right to manage their personal time outside of work, any outside activities or employment, whether paid or unpaid, do not conflict with the school's interests or create a potential risk to their health.

4.2. It is important for all employees to be fully aware of their contractual obligations and to avoid any outside engagements that might conflict with the school's interests or pose a significant health risk.

5. Political Neutrality

5.1. In line with the Education Act 1996, Governing Boards and the Headteacher will forbid the promotion of partisan political views in the teaching of any subject in the school.
5.2. The Local Government and Housing Act 1990 imposes restrictions on political activities for certain categories of local government employees, including Headteachers.
5.3. Employees, whether or not they are politically restricted, must follow every lawful expressed policy of the Council and must not allow their own personal or political opinions to interfere with their work.

V. Relationships

1. Appointment and Employment Matters

1.1. All employees involved in the recruitment process must ensure that appointments are made solely based on merit and the candidate's ability to perform the job.
1.2. Any appointment based on factors other than merit is unlawful. The school's recruitment and selection procedures must be strictly followed.
1.3. To avoid any perception of bias, employees should refrain from participating in an appointment if they are related to the applicant or have a close personal relationship with them outside of work.
1.4. Additionally, employees must inform the Head Teacher or Chair of Governors of any personal relationships with other staff members or Governors that could lead to conflicts of interest or undermine the school's integrity, especially when one party holds a management or leadership position.
1.5. Similarly, employees should not be involved in decisions regarding discipline, capability, promotion, or pay adjustments for individuals with whom they have personal relationships, such as relatives, partners, or close friends.

2. Relationships with Elected Members

2.1. Employees are accountable to the Council through its senior managers.
2.2. Some employees may have a direct role in advising Members and senior managers.

2.3. A professional relationship based on mutual respect between employees and Members is essential for effective local government.
2.4. However, close personal familiarity between employees and Members should be avoided, as it can impact and compromise professional relationships.

3. Relationships with the Local Community and Service Users

3.1. Employees should always be mindful of their responsibilities to the community and ensure that their service delivery is courteous, efficient, and impartial.
3.2. This commitment to quality service applies to all groups and individuals in the community, as defined by the policies of the Governing Board.

4. Relationships with Contractors

4.1. Any relationships of a business or private nature with external contractors, or potential contractors, must be disclosed to the Head Teacher and/or Governing Body and properly recorded.
4.2. Employees who engage with or supervise contractors, and who have had or currently have a private relationship with them, must declare this relationship.
4.3. A Declaration of Interest form is available for this purpose.
4.4. Contracts and orders must be awarded based on merit through fair competition. No special favours should be granted to businesses or consultancies run by friends, partners, or relatives.
4.5. The School's Contract Standing Orders must be strictly followed.

5. Personal Interests

5.1. Employees are required to declare any financial or non-financial interests that could potentially conflict with the interests of the school or the Council.
5.2. Members of the Senior Leadership Team must also declare their membership in any organisation that is not open to the public without formal membership, commitment of allegiance, or secrecy regarding its rules, membership, or conduct.
5.3. A Declaration of Interests form is available for this purpose.
5.4. All other staff members are encouraged to disclose any such memberships to the Headteacher.

VI. Appearance and Dress

The school expects all employees to dress appropriately whilst at work so that confidence of service users is maintained. Whilst the school values diversity and are not seeking to achieve a complete uniformity of dress style, the school does expect all employees' clothing at work to be neat, clean, modest and appropriate.

VII. Bribery and Corruption

1. Gifts

1.1. Employees must be aware that accepting or giving any gift, loan, fee, reward, or advantage in exchange for favours is a serious criminal offense. Under the Prevention of Corruption Act 1916, an employee is presumed to have acted corruptly unless proven otherwise.
1.2. While it is common for teachers to receive small tokens of appreciation from pupils or parents, any gift exceeding £30 in value should be reported to the Head Teacher. It is inappropriate to receive gifts regularly. Personal gifts from staff to pupils should be avoided, and any rewards should align with the school's behaviour policy and be recorded.
1.3. Employees should not accept significant personal gifts from contractors or suppliers. Small tokens, such as pens or diaries, are acceptable, but any uncertainties should be discussed with the Head Teacher or Governing Body.

2. Hospitality

2.1. Employees should accept offers of hospitality only when there is a legitimate need to share information or represent the school or Council.
2.2. Invitations to social, entertainment, or sporting events should be accepted only when they are part of community life or when the school or Council needs to be represented.
2.3. All such offers should be properly authorised and recorded by the relevant manager.
2.4. If hospitality must be declined, the person making the offer should be courteously informed of the school's or Council's procedures. When accepting authorized hospitality, employees should be mindful of its timing concerning any decisions that may affect those providing the hospitality.
2.5. Attendance at conferences and courses where hospitality is corporate, not personal, is acceptable with prior consent from the Head Teacher or Governing Body, provided it does not compromise purchasing decisions. If visits to inspect

equipment are necessary, the school should cover the costs to ensure integrity in subsequent purchasing decisions.

3. Sponsorship

3.1. When an outside organisation seeks to sponsor a school activity, whether by invitation, tender, negotiation, or voluntarily, the same principles that apply to gifts and hospitality must be observed. Extra caution is required when dealing with contractors or potential contractors.
3.2. If the school sponsors an event or service, employees or their close associates must not benefit without full disclosure to the Head Teacher or Governing Body. Employees must also ensure that impartial advice is given when the school provides support to the community through sponsorship, grants, or other means, avoiding any conflicts of interest.

VIII. Financial Safeguarding

1. Separation of Roles during Tendering

1.1. Employees involved in the tendering process must clearly separate their client and contractor roles within the school.
1.2. Senior managers with dual responsibilities must maintain accountability and transparency.
1.3. Fairness and impartiality should guide all dealings with customers, suppliers, contractors, and sub-contractors.
1.4. Employees privy to confidential information on tenders or costs must not disclose this information to unauthorised parties. Additionally, no special favours should be shown to former employees or their associates in awarding contracts to businesses they run or work for.

2. Use of Financial Resources

2.1. Employees are responsible for ensuring that public funds entrusted to them are used responsibly and lawfully.
2.2. They should strive to achieve value for money and avoid actions that could lead to legal challenges against the school or Council.
2.3. All employees should familiarize themselves with the school's and Council's financial regulations and ensure full compliance.

IX. Council

1. Debts and Rent or Council Tax Arrears

1.1. Employees who are tenants or former tenants of Southwark Council should avoid falling into arrears with rent or Council Tax payments.
1.2. If any arrears were accrued before employment with the Council and remain outstanding, employees should arrange to clear them within an agreed and reasonable timeframe.

2. Social Care Intervention

2.1. If an employee or their family is subject to social care intervention, the employee has a duty to disclose this information to the school.
2.2. This disclosure is essential to ensure that the school can provide appropriate support and manage any potential conflicts of interest or concerns regarding the employee's ability to fulfil their professional responsibilities.
2.3. The employee should report this matter to the Head Teacher or an appropriate manager as soon as possible.

X. Use of Technology

1. Use of Phones and other Communication Devices (School and Personal)

1.1. Staff must exercise caution when using phones and be aware of the risks to themselves and others.
1.2. Staff must not use personal electronic communication devices, such as mobile phones, iPads and smart watches, in school.
1.3. Staff are requested not to use the school telephones for personal calls. It is understood that there are exceptions at times. The School will seek reimbursement for personal calls where necessary.
1.4. Staff who are in contact with pupils should not use personal mobile phones in school during their directed/paid hours of employment unless there are exceptional circumstances and they have requested and been given explicit permission to do so by the Headteacher
1.5. No calls will be passed through to staff unless it is an emergency during teaching/lesson time.
1.6. If a member of staff contacts parents/carers about a child, they should inform the office and raise their awareness so that office staff know who has made the call if they ring back.

1.7. Staff must only use their school email account or school learning platform account when communicating electronically with pupils/students and parents.

2. Smart Watches

2.1. If a member of staff wears a smart watch, they must make sure that the watch is in flight mode or the Bluetooth is disconnected to ensure that there is no internet connectivity to access notifications or Wi-Fi.
2.2. Staff understand they may not use their watch to receive calls or check messages whilst on the school premises as this creates distraction and potential dangers.
2.3. Staff are reminded that the safe storage of a smart watch is in their locker or bag kept in the staff room/cloakroom, the staff room or office.
2.4. Staff should not use their smart watch to access their camera, photos or images whilst on the school premises (indoors or outdoors) and whilst on local trips/outings.

3. Photography, Videos and Other Creative Arts

3.1. Written permission from pupils and their parents or carers must be obtained before taking photographs or videos. This should be done using the school's standard form.
3.2. All images and videos must be stored securely and only accessible to authorised personnel. Staff should be able to justify the possession and use of any pupil images.
3.3. Staff must not use personal electronic devices, such as mobile phones, iPads and Smart Watches, to take photographs or videos in school.
3.4. Staff must only save images on school IT hardware/computers.
3.5. Photographs and videos taken for official school use may fall under the Data Protection Act, especially if stored with other personal data.
3.6. However, if images are used in the school prospectus and depict groups of pupils, the Data Protection Act does not apply. Names of pupils should not be published alongside photographs or videos.
3.7. While photography and videos can enhance the curriculum and celebrate achievements, they also present opportunities for misuse.
3.8. Staff should be sensitive to the needs of pupils who have experienced abuse or who feel uncomfortable with photography or filming. The proposed use of photographic or video equipment should be approved by a member of the Leadership Team and recorded in lesson plans.
3.9. Permission must be obtained from pupils and their parents or carers for the use of images for publicity, and names of pupils should generally not be published.

4. Use of Social Media

4.1. Social media is the term commonly given to websites and online tools allowing users to interact with each other; by sharing information, opinions, knowledge and interests. Social media can include any website where comments and or information can be shared and are considered to be in the public domain for example photo sharing, blogs as well as the more well-known social networking sites, such as Instagram, Facebook and TikTok.

4.2. The basic premise is to exercise common sense. What you write on social networking sites is essentially in the public domain, even if you have privacy settings or material is posted on a closed profile or group.

4.3. You should only use social media in your capacity as an employee of the school where this is an appropriate communication tool which must be specifically endorsed by your Headteacher.

4.4. If you are not using social media to support you directly in your employed position, you should always access this in your personal time.

4.5. Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute.

4.6. Staff must not use social media sites to engage with pupils or former pupils who are still of statutory school age.

4.7. In any circumstance:

a. Be accurate, fair, thorough and transparent.
b. Be mindful that what you publish may be public for a long time
c. Respect copyright and data protection laws as well as maintaining confidential information.
d. Do not publish or report information or conversations that are accessed through your employment at the school without explicit permission. "Conversations" may be oral or e-mail exchanges.
e. Do not use swear words or use derogatory language.
f. It is unacceptable to use social media in a manner that would generally be accepted as a hostile attempt to hurt, upset or embarrass another person, or groups of people, associated with the school.
g. Never refer to stakeholders, suppliers or staff in a way that they can identify individuals.
h. Never represent or reproduce the Southwark logo or the school logo without authorisation.
i. Do not publish images relating to users of the school's services unless consent has been given in writing.
j. Be aware of safeguarding issues and materials which may adversely impact on children and vulnerable adults. Challenge and report inappropriate use of media.

4.8. In addition, in your personal use of social media:

a. Ensure that your online activities or expressed opinions do not interfere with or conflict with your job or your colleagues (for example many roles within

schools are viewed as role models, views expressed should not conflict with this).

b. If you are identifiable as a school employee on social networks, ensure your profile and related content is consistent with how you should present yourself with colleagues and users of school services.
c. Do not download or copy school materials without permission.
d. If you publish content to a website not owned by the school, and it has something to do with work that you do as an employee of the school (e.g. evident from your profile), use a disclaimer such as: "The views expressed here are my own and do not necessarily represent the views of my employer."
e. Maintain boundaries between your personal and professional lives, including customising your privacy settings and avoiding inappropriate personal information becoming visible to members of the group (please note that information can be passed on by individuals that have been allowed access to and any inappropriate views or content will be viewed as contravening the code of conduct).

5. E-Safety and Internet Use

5.1. Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the school's Online Safety Policy and ICT Acceptable Use Policy at all times, both inside and outside of work.

5.2. Staff must not engage in inappropriate use of social media sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

5.3. Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter pupils either with their own profile or acting covertly.

5.4. Contact with pupils should only made via the use of school email accounts or telephone equipment when appropriate and strictly for educational reasons.

5.5. Photographs or video footage of pupils should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the school's procedures on school equipment.

XI. Whistleblowing

If employees have concerns about something that is happening at work which they believe could be unlawful conduct, financial malpractice, a concern for the welfare or safeguarding of a child or be dangerous to the public or the environment, it is important that you bring it to the school's attention. Further details can be found in the school's Whistleblowing policy.

XII. Disciplinary Action

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

SAFEGUARDING BEHAVIOURS

Establishing and Maintaining Professional Boundaries and Professional Integrity

Definition	
Awareness of the importance of professional boundaries: the scope and limits of own role; the difference between personal and professional relationships; acting with professional integrity with colleagues, children and young people/ clients	
Positive indicators	**Negative indicators**
• Can describe and adhere to appropriate boundaries • Is clear about the expectations and responsibilities of their role • Understands the limitations of own power and authority, seeks advice • Recognises where boundaries have been crossed or blurred • Has strategies for re-establishing professional boundaries • Acknowledges personal feelings and maintains professional integrity • Able to sensitively challenge others who are acting in an unprofessional manner • Seeks support appropriately • Able to reflect on experience, own behaviour learn from mistakes • Follows the agency position on professional boundaries and able to constructively challenge when in disagreement	• Does not differentiate between personal or professional boundaries • Unaware of impact their position and behaviour may they have on children, others. • Fulfilment of own needs is more important • Unwilling to accept or unable to recognise impact of behaviour on others • Departs from established procedures without discussion • Wants to save or rescue children, believes they are acting in children's interests in spite of the organisation • Unwilling to accept challenge or address own behaviour • Works in isolation, does not acknowledge they need support/advice • Easily manipulated or swayed to work outside agreed professional boundaries • Feels unable or unwilling to sign up to agency position re: professional boundaries

Establishing and Maintaining Relationships with Children and Young People

Definition Establishing and maintaining appropriate close working relationships with children/ clients; understanding their perspective; working in a professional, caring and transparent manner	
Positive indicators • Establishes close professional, trusting relationships with children/clients • Shows understanding of issues which are important to children – can see things from their perspective • Puts the needs of the child/ client before their own • Understand how actions and behaviours can be misinterpreted by children/clients and is aware of impact they have on others • Works within agreed procedures and protocols • Open and transparent - Involves and informs manager in work plan with the child/ client; displays consistency and reliability • Builds relationships with difficult clients/ children – understands the causes of difficult behaviour • Seeks support when lacks confidence about own abilities or if a proposed activity is safe/appropriate • Is non judgemental; does not jump to conclusions; takes time to listen and understand children's situation/background	**Negative indicators** • Establishes personal not professional relationships with children – sees children as adults, friends and peers • Over identifies with issues relevant to children – sees self as a child • Is motivated by meeting own needs through relationships with children • Unaware or unwilling to accept impact behaviour and actions have on the child/ client • Sees self as acting in the child's interests despite the organisation – is not rule following • Does not seek support or approval from manager to activities with child/ client – has secrets; inconsistent in their behaviour, messages • Blames children/ clients for difficult behaviour – behaves inappropriately in dealing with difficult behaviour • Is intolerant and judgemental; makes assumptions about people; does not make an effort to understand children/others

Taking action to protect a child

Definition Understanding that the welfare of the child is paramount; remaining child focussed; understanding of own role; understanding of importance of working together and appropriate information sharing	
Positive indicators • Clear that child is central and most important; demonstrates empathy for the child • Clear about their role / responsibilities • Able to follow procedures appropriately • Able to appropriately challenge situations where action is not being taken, speaks up to protect/prevent harm • Seeks support for themselves appropriately, acts transparently • Works effectively with other professionals • Clear about the need for confidentiality and the need to share information if in doubt or child is at risk • Able to recognise personal feelings about a situation and deals with internal conflict effectively • Willing to undertake training / update knowledge on issues linked to taking action / roles / responsibilities • Is aware of their power and responsibility for the children's welfare	*Negative indicators* • Places own / other adult's needs above that of child • Unclear of own role / responsibility • Does not challenge situations where action is not being taken when it is required, challenges inappropriately • Does not access support from others, does not make use of available resource • Does not show evidence of cooperating with others • Does not seek solutions, presents problems • Does not share information where necessary or breaches confidentiality inappropriately • Allows own beliefs or values to prevent taking action in certain situations • Unwilling to undertake training / update knowledge • Allocates blame and responsibility to others, does not accept their role in protecting a child

Demonstrating resilience and ability to cope with pressure

Definition Remaining professional and positive in the face of adversity; adjusting to change and learn from experience.	
Positive indicators • Seeks solutions to problems; proactive about changing negative situations into positive outcomes • Can articulate own coping strategies and when and how they are called upon in times of stress or pressure • Demonstrates inner strength to deal with difficult and distressing situations • Able to keep their eye on the objective of a task/project and able to complete, achieve things • Able to seek support and appropriately shares own feelings and concerns • Perseveres, remains positive and professional in dealing with difficult situations • Demonstrates understanding that working life is full of peaks and troughs • Willing to accept change • Demonstrates how lessons can be learnt from difficult experiences and changes made to their practice	*Negative indicators* • Presents negative view of problems; does not seek solutions; passive • Does not articulate how will cope when things become difficult, pressured • Blames others for problems, shows self as a victim of circumstances, does not take charge of own circumstances • Lacks focus; drifts through the process; expects others to take responsibility for achieving outcomes • Holds on to stress, negativity, internalises pressure; does not seek support • Gives up easily; becomes negative and defensive in difficult situations • Refuses to readjust; focuses only on potential negative outcomes and does not think about positives • Negative about change; not able to adjust to new circumstances • Unable to identify learning outcomes from challenging situations