



EXCELLENCE • LEARNING • LEADERSHIP
ST JOHN'S & KING RICHARD
SCHOOLS FEDERATION

King Richard School Staff behaviour protocol

This is in addition to the standards outlined in the Teaching Standards (Teachers Pay and Conditions Document, DFE) and Civil Service Code.

1. Background and principles

1.1 The purpose of this protocol is to provide a framework for safe professional practice and effective partnerships between staff, leaders and parents/carers.

1.2. The protocol applies to all teachers, support staff, volunteers, visiting staff and locums working with pupils on and off-site and requires that these adults will:

- place the welfare of pupils as their first and paramount consideration;
- accept responsibility for their own actions and behaviour and avoid any conduct that might lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- make a record of any incident and promptly consult their line manager;
- apply the same professional standards, regardless of gender, race or sexual orientation;
- be aware of the name of the designated person with responsibility for safeguarding pupils and understand their responsibilities under the safeguarding / child protection policy;
- understand that any breaches in the law or professional expectations might lead to criminal or disciplinary action and barring; and
- understand their responsibilities to report the unprofessional conduct of other adults working in or on behalf of the School.

2. Confidentiality

2.1. Staff must not use confidential or sensitive information about a child or their family for their own benefit or to humiliate or embarrass a child.

2.2. Confidential information about pupils or the School should not be shared casually.

2.3. Information that might suggest that a child is in need or at risk of significant harm must be shared with the Designated Person, in accordance with the safeguarding / child protection procedures.

3. Behaviour

3.1. Staff have a responsibility to maintain public confidence and must uphold high standards of personal conduct to do so; both within and outside of their work setting.

3.2. Staff must not do or say anything that might bring the School or the School Governing Committee into disrepute.

4. Dress and appearance

4.1. See Staff Dress Code.

5. Gifts

5.1. Whilst there may be occasions when parents or pupils may wish to give a small token of appreciation to staff at religious festivities or the end of a placement, for example, it is unacceptable to receive gifts on a regular basis.

5.2. Personal gifts should not be given by staff to pupils and any reward to a child should be consistent with the school's behaviour policy, recorded and not based upon favouritism.

5.3. If unsure of whether to accept a gift please refer to the Principal.

6. Infatuations

6.1. It is not unusual for pupils or, sometimes, their parents to develop infatuations or "crushes" towards trusted staff. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening reported to your line manager.

7. Social contact

7.1. By the nature of our unique environment avoiding social contact is neither possible nor desirable. However, this makes it imperative that all staff promote the school positively when in contact with parents and/or students.

7.2 Staff must not discuss confidential information with parents or students.

7.3 Staff should direct any school based requests back to school to be dealt with during the school day on the school site.

7.4 Staff should not behave in any way that may bring the school into disrepute.

7.5 Staff should promote the school's ethos and values wherever possible.

8. Physical contact

8.1. When physical contact is made with pupils, 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. Physical contact should never be secretive, for the gratification of the adult or represent a misuse of authority.

8.3. 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.

8.4. Any extreme attention-seeking or behaviour by pupils that makes staff feel uncomfortable should be reported to a line manager.

8.5. Staff supervising PE and games or providing music tuition may be required to initiate physical contact with pupils, the principle of "limited touch" should be applied, with understanding of pupils' sensitivities and with the pupil's agreement.

8.6. Children are entitled to respect and privacy whilst they are changing or showering after games or swimming.

9. Pupils in distress

9.1. On those occasions when a pupil may be in distress and in need of comfort and re-assurance, staff should ensure that they remain self-aware at all times and that their contact with the pupil is not open to misunderstanding.

9.2. Such incidents must always be recorded and shared with a line manager.

10. Care, control and physical intervention

10.1. The school is committed to the use of positive behaviour management and staff will not use any form of physical punishment, threats, sarcasm or demeaning comments to deal with unacceptable behaviour.

10.2. When children need to be restrained for their own protection or the protection of others, this must only be undertaken in accordance with the training and policy sanctioned by the Leadership Team and Governing Body. See the separate policy on student physical restraint.

10.3. Any such incidents and physical interventions will be recorded and reported to parents / carers

11. One to one situations

11.1. Staff working individually with children should recognise the potential vulnerability of pupils and adults in such situations and ensure that they manage these situations with regard for the safety of both the child and themselves.

11.2. Individual work with pupils should not be undertaken in isolated areas or rooms where there is no external visual access (unless timetabled). Where it is necessary to close doors for reasons of confidentiality, a colleague should be made aware of this and asked to remain vigilant.

11.3. In general, staff will not be expected to transport or accompany pupils off-site on their own. If staff use their own cars for transporting pupils, they will ensure appropriate escort arrangements and that they have in place motor insurance that covers business use.

11.4. All first aid will be administered only by suitably trained and accredited staff except in an emergency where the illness or injury is such that to delay assistance might cause harm to the child.

11.5. Children who require any form of intimate care are entitled to privacy, dignity and safety. Pupils with on-going health problems will be treated in accordance with any Medical Plan that has been agreed with the parent and the Health Authority and only by those who have been authorised to do so by the Principal.

11.6. Lone male members of staff will not be placed in a position where they are expected to provide any form of intimate care without the safeguard of having a female colleague in the same room or area.

12. Curriculum

12.1. Care should be taken to abide by the School's policy on Sex and Relationships Education and the wishes of parents.

12.2. The curriculum can include or raise subject matter which is sexually explicit or otherwise of a sensitive nature. Care should be exercised to ensure that resource materials cannot be misinterpreted and clearly relate to the lesson plan.

12.3. The curriculum can sometimes lead to unplanned discussion of sensitive subject matters. Responding to pupils' questions requires careful judgments and guidance should be sought from members of the Senior Leadership Team, as appropriate.

13. Photography, videos and other creative arts

13.1. Whilst photographic and video images can play a valuable role within the curriculum, after-school activities and to celebrate achievement, there is potential for such images and opportunities to be misused by adults with ulterior motives.

13.2. Staff should be sensitive to the needs of pupils who may have been abused in this way or who appear uncomfortable when asked to participate in photography or filming.

13.3. Staff should be able to give account of the rationale behind any images of pupils that are in their possession. They should be stored securely and only used by those authorised to do so.

13.4. Permission from pupils and their parents/carers for the use of images of pupils for publicity purposes is usually given through the admissions process. Staff must however ensure that each parent agrees to photographic images being taken. For most uses names of pupils must not be published.

14. Internet Use

14.1. Staff should follow the School policy on the use of computer equipment and should under no circumstances, access, or allow pupils to access, inappropriate material or images.

14.2. If pupils are found to have accessed such images, this should be reported to the Principal.

15. Whistle-blowing

15.1. See separate policy at www.kingrichardschoolcyprus.com

16. Verbal communication between staff and students

16.1 The way a teacher speaks to a student can have a major impact on the short and long term behaviour of an individual student, and shape wider behaviour around the school. It is important that in all communication with students that staff uphold the school's core values. Good practice when speaking to students includes the following:

- **Speaking calmly:** The tone and pitch of a teacher's voice can have a lasting impact on a student. A teacher with a screeching habit is rarely going to help calm down a nervous child.
- **Praising publicly and privately:** The best teachers know that one of the essential elements in encouraging a child to do better is praise. Students, just like all other human beings regardless of age, like to be praised. Publicly praising a student also has the added benefit of encouraging other students to strive more in order to be praised in a similar way. However, if you think that it might have the opposite effect of alienating some students, you can try private praise by calling a child to your office and praising him/her for a job well done.
- **Positive feedback:** The best teachers are always ready with a word of positive feedback no matter how big or small the task. Students like to be appreciated just like all the rest of us do.
- **Encouraging Words:** Teachers who are always vigilant and observant will probably notice when a student is facing an issue with a task or generally seems troubled. Ask them questions politely like: "Would you like me to help you?", "Is this question too difficult?" "Would you like to take a little break now?" etc. If a student is having problems, try to encourage with "Yes, you're almost there," "How about you try doing it another way?" etc.
- **Talk Politely:** Always maintain a polite tone. If you are polite, your students will be too.

17. Verbal communication between staff

17.1 Staff should ensure all interactions with other staff members are civil and respectful. Professional dialogues should take place in an appropriate location and always consider the thoughts and feelings of the other member of staff. Bullying will not be tolerated. Further guidance for this is offered by JSP 763, part of which is attached to this document.

17.2 Staff should consider any conversation that may have could be overheard by other members of the school community and should conduct themselves in a manner that is consistent to upholding the good reputation of the school.

17.3 Staff should always ensure that an appropriate location is chosen for any conversations with other staff members that may be of a sensitive nature.

17.4 Whilst it will be necessary for professional conversations to take place, this should always be done in a respectful manner.

17.5 Staff should be au fait with JSP 763 (The MOD Bullying and Harassment Complaints Procedures and particular attention should be paid to section 1.7 (please see below)

Following is taken from the MOD Bullying and Harassment Complaints Procedure, JSP-763:

1.4. It is MOD policy³ that all Service and civilian personnel, regardless of rank or grade, have a right to be treated with dignity. All Service and civilian personnel also have a responsibility to do all they can to ensure that the working environment is free from all forms of bullying and harassment and that the dignity of others is respected. All personnel are to:

- a. ensure that their own conduct does not amount to bullying or harassment;
- b. have the moral courage to challenge inappropriate behaviour;
- c. be prepared to support those who experience or witness bullying or harassment; and;
- d. report bullying or harassment against themselves or others.

and

1.7. Bullying and harassment of any kind benefits no-one. It is damaging to the health, performance and morale of those on the receiving end of it and may ultimately result in them leaving MOD employment altogether. It also damages the operational effectiveness of teams and the reputation of the Armed Forces and MOD.

Examples of unacceptable behaviour which will not be tolerated include:

- a. unwelcome sexual attention or 'environmental' harassment such as the open display of pornographic material;
- b. ridiculing someone (e.g. making fun of the way they look or speak) or insulting them (e.g. on the grounds of sex, gender reassignment, race or ethnic or national origin, disability, religion or belief, sexual orientation or age);
- c. encouraging, verbalising or acting on negative stereotypes of men, women or members of minority groups;
- d. ostracising someone, excluding them from group activities (or conversely, coercing them into taking part in unwanted activities through fear of being ostracised), or spreading malicious rumours about them;
- e. deliberately setting someone up to fail (e.g. by giving them unrealistic targets or deadlines to meet, or by giving them duties or responsibilities beyond their capability), unduly criticising their performance, or unfairly picking on them;
- f. publicly undermining someone's authority;
- g. labelling someone who has made a complaint of bullying or harassment a "troublemaker", or retaliating against/victimising them;
- h. pressurising someone into not making a complaint.

To be reviewed October 2018

³ This policy is encapsulated in the MOD Unified Diversity Strategy issued in 2008.