

Staff Code of Conduct

Date adopted	April 2016
Last reviewed:	November 2024
Next review due:	November 2025

This document must be read in conjunction with the documents:

- Keeping Children Safe in Education September 2023
- Guidance for Safe Working Practices for Adults who work with Children and Young People in Education Settings. (A copy of this in all sites and the Southover Partnership's MIS).
- The Southover Partnership policies and procedures

PURPOSE, SCOPE AND PRINCIPLES

The expectation of The Southover Partnership is that all pupils receive the highest possible quality of teaching and learning within a positive and respectful environment. The Southover staff are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the pupils they work with. The Senior Leadership team (SLT) recognise that the majority of employees and workers always act in an appropriate, professional manner, and treat others with dignity and respect. However, it is considered important to make clear the standards expected so that breaches, misunderstandings and/or misinterpretation of rules are kept to a minimum.

This Code is intended to set out expected standards of conduct, rules and values. It applies to all staff and volunteers, regardless of status. It is not an exhaustive compilation of what employees and workers can and cannot do but it is hoped that it will ensure everyone is clear about what is acceptable and what is not.

It should be noted that it is the normal practice of The Southover Partnership to require all employees and workers to sign, on a regular basis, a declaration to confirm that their criminal record is unchanged, that there are no investigations or charges pending and, in relevant circumstances, that they are not disqualified from working in certain roles and/or provisions under the Childcare Act 2006. The declaration also includes a requirement to confirm acceptance of the Code of Conduct and the rules contained within it.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the Southover Partnership and its pupils.

If there is anything in this Code that you do not understand, you should speak to your Line Manager or Head of School.

GENERAL REQUIREMENTS AND EXPECTATIONS

The Southover Partnership has high standards and expectations of all employees and workers and the health, safety and welfare of the pupils is the priority. Therefore, it is required that all staff:

- provide a high standard of service in your dealings with Trustees, colleagues, pupils, parents and other stakeholders whether this is in person, by telephone, letter or e-mail.
- always use appropriate language and never demean, distress or offend the decency of others.
- do not make derogatory comments or seek to undermine any Trustees or Member of Southover Partnership staff.
- respect the rights of others and treat them with dignity. Never threaten, bully, fight with or assault anyone
- never steal, damage or take items that belong to others (see also 5. 'Safeguarding and Dealings with Pupils' in relation to confiscation of items from pupils).
- do not discriminate against, harass or victimise anyone you meet in the course of your work, on any grounds (see also 3. 'Equality of Opportunity').
- raise any concerns about inappropriate behaviour by pupils, parents or colleagues, or about the internal workings of the Southover Partnership's, by following the appropriate procedure. Positively promote the Southover Partnership's vision, ethos and values
- comply with policies and any other rules, regulations or codes that apply to your work and the workplace
- use electronic media communications appropriately, responsibly and legally at all times, whether within or outside the workplace/working hours
- do not make public statements about the Southover Partnership without first obtaining authorisation from the Executive Head
- avoid actions that may discredit the Southover Partnership or bring it into disrepute

- ensure that you are not under the influence of alcohol or illegal drugs during working hours and do not abuse drugs, including prescription drugs
- do not disclose or misuse confidential information
- do not engage in, or encourage, gossip, rumour or innuendo.

All staff are expected to familiarise themselves and comply with all school policies and procedures

EQUALITY OF OPPORTUNITY

The Southover Partnership is committed to providing equal opportunities in recruitment, employment and the workplace and to avoiding unlawful discrimination in all related practices. Under the Equality Act 2010, there are certain '**protected characteristics**' that qualify for protection against discrimination. These are **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation**.

Unlawful discrimination can take a number of forms:

Direct discrimination: where a person is treated less favourably than another because of a protected characteristic they have, or are thought to have, or because they associate with someone who has a protected characteristic (also see below).

Indirect discrimination: where a rule, provision, criterion or practice is applied to everyone but has the effect of particularly disadvantaging a group of people who share a protected characteristic.

Perceptive Discrimination: is a form of direct discrimination, where the person doesn't need to have a particular characteristic for them to be directly discriminated against. The discrimination is based on perception, rather than reality.

Associative Discrimination: is direct discrimination against someone because they associate with another person who possesses a protected characteristic. Discrimination by association does not apply to the protected characteristic of marriage and civil partnership.

Harassment: This means forms of unwanted behaviour that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment. Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership.

Victimisation: This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so.

Pregnancy and maternity provisions afford protection against discrimination to women during the period of the pregnancy and any statutory maternity leave. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination.

Addressing Discrimination:

All stakeholders have the right to complain about behaviour they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic him/herself.

Everyone is required to assist in meeting the commitment to providing equal opportunities and avoiding unlawful discrimination. Acts of discrimination, harassment or victimisation against employees or others associated with the Southover Partnership are disciplinary matters and will be dealt with accordingly.

MANAGEMENT AND EMPLOYEE RELATIONS

An atmosphere of mutual confidence, trust and respect between The Southover Partnership senior staff and employees/workers is essential to achieving the Southover Partnership's aims and targets and providing a high quality of teaching and learning.

As an employee you should:

- promote the Southover Partnership in a positive manner
- work reliably and in accordance with the Southover Partnership's policies and practices as well as any other rules and regulations that apply to your work and/or the workplace
- carry out any reasonable instructions given to you by your line manager and/or Senior Leadership Team
- recognise that you are part of a team and that everyone should be working together to achieve similar aims for the overall benefit of the pupils.

As a manager you should, in addition to the above:

- support and assist employees/workers to carry out their work properly
- in your dealings with employees, act in accordance with their relevant local conditions of employment/service

- in consultation with employees/workers, set standards of work and objectives, as appropriate to their role
- give feedback and advice on areas for further development to assist employees in meeting objectives
- aim to continually develop employees to meet current and future needs of the Southover Partnership
- ensure compliance with the Working Time Regulations 1998, as amended, recognise the need for employees/workers to pursue interests outside work and, therefore, be able to enjoy a reasonable work/life balance
- consider constructive suggestions for improvements to working practices and standards
- treat all employees/workers fairly, consistently and with dignity - provide a working environment free from discrimination and harassment - provide a safe and healthy working environment.

SAFEGUARDING AND DEALINGS WITH PUPILS

The Southover Partnership is committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees and workers are expected to share this commitment. We aim to create a safe and positive environment for pupils in order to protect and promote their health and general well-being, as well as to provide an atmosphere that encourages and enhances learning and all-round development.

In particular, you are expected to:

- Have read, understand and adhere to The Southover Partnership Safeguarding Children and Young People/Child Protection Policy Summary and Procedure (can be found on the Southover Partnership's website and Schoolpod)
- ensure that you have read, understand and act in accordance with the Department of Education's statutory guidance document 'Keeping Children Safe in Education', 'Part One: Safeguarding Information for All Staff'
- work towards and encourage the highest possible level of achievement for all pupils
- value and respect all pupils equally, treating them in a polite, positive, responsive and considerate manner
- apply the Southover Partnership's Policy on Behaviour as situations demand in order to encourage and develop appropriate behaviors

- ensure that items confiscated from pupils are left in a safe place, ideally labelled and locked away. Parents/guardians should be informed about when items will be returned.
- ensure that you act in accordance with the DfES statutory guidance on 'Working Together to Safeguard Children' and that you have read and fully understand the Southover Partnership's Safeguarding Policy and act in accordance with the principles and procedures set out within it at all times
- ensure that you do not breach professional boundaries and do not act in a way that could be misinterpreted or otherwise leave you vulnerable to allegations of inappropriate behaviour. In this respect you are advised to familiarise yourself with the non-statutory guidance document called **'Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings'**. This document was updated in 2019 by the Safer Recruitment Consortium, a Partnership between the NSPCC, the Lucy Faithfull Foundation, NASS and CAPE. It "provides simple but detailed and practical advice to support schools and colleges and their staff in their safeguarding responsibilities". The document can be located at the following link:
[Professional and Personnel Relationships \(safeguardingchildren.co.uk\)](https://safeguardingchildren.co.uk/Professional-and-Personnel-Relationships)
- exercise your professional judgment in making an appropriate response if a pupil seeks to establish social contact with you, either by electronic or other means, or if contact should occur accidentally.
- be aware and understand that all employees and workers, whatever their role, have a responsibility for safeguarding and promoting the welfare of children. If you are unclear about your responsibilities in this area you should speak to your Line manager. (all policies are available in the documents section on schoolpod and on the website)
- **Be aware and understand that you have a duty to report any suspicion of child abuse.** Ensure that you act in accordance with the DfES statutory guidance on 'Working Together to Safeguard Children' and that you have read and fully understand the Southover Partnership's Child Protection Policy and act in accordance with the principles and procedures set out within it at all times.
- **Ensure that you have read, understand and act in accordance with the Department for Education's statutory guidance document 'Keeping Children Safe in Education' (KCSIE), 'Part One: Safeguarding Information for All Staff'. School leaders and those employees/workers who work directly with children must also read and act in accordance with Annex A of KCSIE.**

- **Ensure that you understand what you should do if you have concerns about another staff member, as referred to in Part One of KCSIE.** (For this purpose, 'staff member' should also be taken to include any trainees, workers, volunteers, governors or others providing services within the Southover Partnership). If you have any such concerns, you should refer to **the Southover Partnership's Whistleblowing Policy** which sets out the action that you must take.
- **Be aware of, and understand, your specific responsibilities under the Sexual Offences Act 2003.** The Act sets out the law on sexual offences committed by those in **a position of trust**.
- It is an offence for a person aged 18 or over in a position of trust (e.g. any category of employee/worker in an educational setting) 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.
- In particular, in relation to contact with pupils, you must not: establish, or seek to establish, social contact with any pupil or aim to secure a friendship or strengthen a relationship, for any reason. This includes 'electronic' contact, such as by e-mail, text or social networking sites
- Staff must not;
 - buy or give gifts to pupils other than as part of the Southover Partnership's rewards system
 - give, or exchange with pupils any personal details such as home/mobile telephone number or home or personal e-mail address for any reason, unless a specific need to do so is agreed with the Executive Head teacher
 - offer or give lifts to pupils in your own personal vehicle

Transporting pupils

- Staff should not transport pupils in their own vehicle other than on approved business with permission of the Senior Leadership Team or in the case of emergency
- A member of staff should never be alone in a vehicle with a pupil
- Wherever possible and practicable, transport should be in a vehicle other than a private vehicle, with at least one adult additional to the driver acting as an escort

Accident and Incident Reporting

- An accident report form should be completed for all accidents on site. A copy of the form should be given to the relevant Senior Leadership Team member and other staff as appropriate to the circumstances. If working at Home with a pupil, you should also notify the child's parent/guardian immediately. If working within an external school, you should follow their accident reporting policy and also inform the Head of the Outreach service.
- In the case of a serious accident or incident the Southover Partnership is aware of the need to report it following 'Reporting of Injuries, Diseases and Dangerous Occurrences Regulations' (RIDDOR)

Professional Judgement

- On very rare occasions, there may be a time when staff must make a judgement in the best interests of the pupils in their charge which contravenes this guidance or for which no guidance exists. Such judgements should always be recorded and shared with your line manager and the Senior Leadership Team. The parent/guardian must also be informed where necessary. In doing so, individuals will be seen to be acting reasonably. Staff should always consider whether their actions are warranted, proportionate, safe, and applied equitably.

Confidentiality

- Staff may have access to confidential or personal information about pupils or colleagues in the process of undertaking their everyday responsibilities. They should never use this information for their own or others' advantage (including that of partners, friends, relatives or other schools/services). Confidential information about a pupil should never be used casually in conversation or shared with any person other than on a need-to-know basis and never be used to intimidate, humiliate or embarrass the pupil.
- Information about pupils, parents or colleagues must never be disclosed to telephone enquirers. Staff should ask the enquirer to put the request in writing so that it can be dealt with appropriately.
- There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass on information without delay, but only to those with designated child protection responsibilities. If in doubt about whether to share information or keep it confidential, staff should seek guidance from their line manager or Senior Leadership Team.

Good Practice

Staff must be prepared to provide support and comfort to pupils during times when there may be stress, worry about problems at home or homesickness. We need to attend to a pupil's welfare and needs without becoming unduly concerned that we may be doing the wrong thing. Nevertheless, the boundaries of what is acceptable without being over-intimate need to be clear and the following guidance is offered to staff: Communication and Contact with Pupils

- All communication and contact between pupils and adults should take place within clear and explicit professional boundaries.
- Staff should also be circumspect in their communications and contact with pupils so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.

Language

- Staff should not swear, blaspheme or use offensive language in front of pupils
- Staff should not use language which is discriminatory and demeaning in relation to gender, religion, ethnicity, sexual orientation, disability or age
- Staff should not make sexual innuendos or any comments of a sexual nature (other than in the context of SRE in the PSHEE curriculum), nor make any comments trivialising alcohol, smoking or drug abuse
- The use of sarcastic, demeaning or insensitive comments towards young people can also be regarded as a form of abuse which is potentially very damaging and must be avoided
- It is recognised that, in order to discharge particular pastoral responsibilities, staff may from time to time need to engage in conversation with a pupil which covers sensitive matters. Staff must use their professional judgement to ensure that they are not drawn into areas inappropriate to their duties or their relationship with the pupils concerned. In circumstances where such conversations occur, staff must let their line manager or Senior Leadership Team member know immediately

One-to-One Situations / Lone working

One-to-one situations have the potential to make pupils more vulnerable to harm by those who seek to exploit their position of trust. Staff may also be more vulnerable to unjust or unfounded allegations being made against them. Therefore:

- When one-to-one situations occur, reasonable and sensible precautions must be taken to ensure the safety and security of pupils and staff alike

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Teachers/Tutors/Support staff (Teaching assistants, Keyworkers, High level teaching assistants and Senior teaching assistants) of individual lessons should endeavor to ensure that their teaching takes place where visual contact with others can be maintained

- If working in the community, whether in the pupil's home, school or a public place, staff should never close room doors unless there is another safeguarded adult with them, or other children in the room with them. Staff should keep themselves as visible as possible within their environment
- Outreach staff - Leaders should perform a risk assessment for this activity to take place and share with relevant staff
- Online – Staff are to use their school email account only for any online lessons
- Online – where possible use the student's school email to set up a Microsoft TEAMS Meeting link for sessions which can be recorded from beginning to the end.
- Online – one to one sessions should be recorded where possible

Educational visits

Ensure that you take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or afterschool activity. You remain in a position of trust and, even though a more informal approach may be appropriate, the same standards of conduct and precautions apply. All trips must be risk assessed. Staff should remain vigilant of their environment and should be aware of not being left alone with the pupil. You are expected to familiarise yourself with, and adhere to, The Southover Partnership procedures and rules relating to trips.

Avoiding Misinterpretation

Staff should

- try to model appropriate boundaries regarding personal space
- avoid special relationships or rumours of having 'favourites'
- avoid spending unequal amounts of time with a given pupil or group of pupil
- be wary of forming 'special' relationships with particular pupil 's families that might compromise them professionally
- be aware of how their actions may be interpreted by others looking in from outside

be observant of the behaviour of colleagues and, if they feel that their actions could be seen by others as inappropriate, tell them or the Designated Safeguarding Lead

Interviewing pupils and dealing with an unhappy pupil

Follow the procedures set down in the Southover Partnership's Safeguarding Policy

- In the unlikely circumstance where it is necessary to be alone with a pupil, this should, ideally, be in a place in full view of others
- If a pupil is injured or upset, appropriate comforting is a natural reaction. In full view of others, this is fine but staff should be aware that in a one to one situation, such comforting may be open to misinterpretation
- Be aware that an upset pupil might readily misconstrue a situation and, if possible, always ensure that the pupil is accompanied by a friend
- When investigating allegations of e.g. bullying, it is wise to invite another pupil to attend, so that the pupil feels supported. This will also act as protection from misinterpretation
- In responding to individual pupil's distress, staff will need to consider carefully whether they should offer advice, sympathy or counselling if a discussion enters a sensitive area or, alternatively, refer them to a colleague or agency better placed to offer appropriate advice

Behaviour Management

- Staff must adhere with the principles and guidance in the Behaviour Policy
- All pupils have a right to be treated with respect and dignity even in those circumstances where they display difficult and challenging behavior
- Staff should not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments is not acceptable in any situation. Any sanctions or rewards used should be part of recognised systems and procedures as set out in the Behaviour Policy.
- Any incidents of bullying should be dealt with swiftly in accordance with the Anti-bullying Policy and Cyberbullying Policy.

Physical Contact with Pupils

Given the profile of our pupils, physical contact between pupils and staff may be appropriate. Staff must exercise common sense when with the pupils in their care and should make sure any physical contact is appropriate to the situation. Staff should never have any physical contact with a pupil which could be misinterpreted. Some incidences where physical contact may be necessary/unavoidable are:

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Contact in PE/Swimming. It should, however, be seen as appropriate by others

- Physical contact may be necessary in Drama and in some forms of skills coaching – e.g. in instrumental music lessons. Any such contact should likewise be seen as appropriate
- First Aid – staff who administer First Aid should, where possible, ensure that another adult is present if there is any doubt over the possibility of any physical contact being misconstrued
- Teachers of individual instrumental music lessons should teach only in the designated space where all teaching rooms are clearly visible from the outside and should avoid unnecessary physical contact
- Comforting a pupil who is upset or unwell

Physical Intervention

- All staff with responsibility for pupil's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff. Corporal punishment and the threat of corporal punishment are prohibited.
- Staff must follow the guidelines set out in the Physical Restraint and Use of Reasonable Force Policy.
- Positive Handling principles should be used in all physical interventions with a pupil

Changing

- PE, Games or other changing supervision needs to be visible and protective but also non-intrusive and discreet
- Where possible, more than one member of staff should be in charge of changing, to avoid the potential for compromising circumstances and to remove as far as possible any opportunity for abuse
- When it is not possible for more than one member of staff to be in attendance, staff need to be particularly alert to the potential hazards of being the sole member of staff in charge of changing. At such times, a member of staff should ensure that a group of pupils are present and should avoid being alone in the changing room with an individual pupil
- Any concerns with regard to the supervision of changing should be addressed to the Senior Leadership Team and/or to one of the designated persons

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Any other events – e.g. theatrical productions – that require changing arrangements should follow the above guidance

- Staff should avoid changing in the presence of pupils. The staff changing room should be used in the Swimming pool and other venues. If a gender clash arises, the female member of staff should use the girls' changing room.

Searching and Confiscation

- There may be times when a member of staff needs to search a pupil or a pupil's belonging's because something has gone missing and there are reasonable grounds to conduct a search. In such circumstances staff must follow the guidelines set out in the Searching, Screening and Confiscation Guidance.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Social Contact with pupils

- Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship
- If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of Staff should exercise his or her professional judgement in making a response
- Some social contacts will be easily recognised and openly acknowledged, for example when the parent and Staff are part of the same social circle. Nevertheless, Staff should be aware that some social contacts which are not common knowledge can be misconstrued as being part of a grooming process
- It is recognised that Staff can support a parent who may be in particular difficulty; however, care needs to be exercised in situations where the parent comes to depend on the member of staff for support outside their professional role. These situations should be discussed with the Head and the Deputy Head and, where necessary, referrals made to the appropriate support agency.

Contact with pupils off Site

- Staff should never arrange meetings with individual pupils off site without the prior approval of the Head
- Staff should never take pupils on overnight trips alone.
Staff should not arrange private tuition of any pupil, on site, during term time or holiday time, without the prior approval of the Senior Leadership Team/

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Designated Safeguarding Lead to ensure the proper procedures for safeguarding are in place.

- Staff should not arrange tuition on the premises of any pupil from outside Southover Partnership without the prior approval of the Senior Leadership Team.
- Staff should not give pupils their home address, home telephone number, mobile phone number, or non-work e-mail address.
- Staff should not make arrangements to meet pupils, individually or in groups, off site other than on official trips authorised by the Senior Leadership Team
- Staff are advised not to attend private pupil parties and should be aware of their professional standing and responsibilities when attending parties arranged by parents at which pupils are also present

Gifts, Rewards and Favours

- Staff should be aware that consistently conferring special attention and favors upon a pupil might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behavior
- Staff should not give presents to an individual pupil outside of the standard rewards system. This could be a form of grooming
- Staff should take care to ensure they do not accept any gift that might be construed as a bribe or lead the giver to expect preferential treatment. It is unacceptable to receive gifts on a regular basis or of any significant value.
- Gifts given or received in situations which may be misconstrued must be declared to the Senior Leadership Team
- Staff should exercise care when selecting pupils for teams, productions, trips and/or specific work tasks in order to avoid perceptions of favoritism or injustice
- Similar care should be exercised when pupils are excluded from an activity. No pupil should be excluded from an activity without prior consultation with the Senior Leadership Team

Relationships

- Staff should understand that they are in a position of trust in relation to pupils, giving them influence and power by virtue of the knowledge they have and/or the authority invested in their role

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Staff should ensure that their relationships with pupils clearly take place within the boundaries of a respectful professional relationship and avoid behaviour which might be misinterpreted by others

- A relationship between an adult and a pupil is not a relationship between equals and there is a potential for exploitation and harm of vulnerable young people
- Staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification

Infatuations

- Occasionally, pupils may develop an infatuation for a member of staff. In such situations the advice of the Senior Leadership Team must be sought
- Staff should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is beyond reproach
- Other members of staff have a part to play in alerting a colleague to the possibility of an infatuation in order that appropriate steps can be taken to minimise hurt and distress and the risk to the member of staff concerned
- Whilst the risk of infatuation is not limited to younger members of staff, they must recognise their particular vulnerability to adolescent infatuation. If a member of staff is concerned that they are developing a friendship with a pupil which would have the potential to become an unacceptable relationship, they must ensure that the relationship does not develop further
- Staff have a responsibility to 'whistle blow' on themselves or a colleague immediately in such circumstances

Sexual Contact

- Staff should not have any form of communication with a pupil which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, texts, emails or physical contact
- Staff should not make sexual remarks to, or about a pupil, discuss their own sexual relationships with or in the presence of pupils or have sexual relationships with pupils. It is an offence for a member of staff to engage in sexual activity with or in the presence of a pupil or to cause or incite that pupil to engage in or watch sexual activity

Any sexual activity between a member of staff and a pupil may be regarded as a criminal offence and will always be a matter for disciplinary action.

Grooming

A pupil abuser may spend a great deal of time and energy 'grooming' a pupil and thereby creating an opportunity for abuse. Such grooming will involve gaining the pupil's confidence and trust and may also involve gaining the trust of the pupil's family and/or of other adults associated with the pupil

Within the context of an educational environment, it is essential to be aware of possible warning signs of grooming and to raise any concerns in this regard with the Designated Safeguarding Lead. Such warning signs may include spending excessive amounts of time with a particular pupil or group of pupils, arranging to meet with pupil off site, albeit in the company of their parents or e.g. by arranging holiday tuition (often with the parents' full support), breaching guidelines with regard to being alone with a pupil or using inappropriately sexual language with pupils. All of these behaviors are dealt with in the guidance above and staff should feel comfortable that, by following the guidance, they will avoid arousing unjustified suspicions.

In recent times, internet grooming has become an increasing concern. The ICT policies provide safeguards against such activity within The Southover Partnership, but staff should take seriously and report to the Senior Leadership Team or Designated Safeguarding Lead any concern that a pupil may, at home or independently, be engaged in unsuitable internet activity. Staff who identify a pupil who is at risk of being drawn into terrorism must challenge extremist ideas and pass their concerns on immediately to the Designated Safeguarding Lead. The policies are as follows:

- Acceptable Use Policy
- Internet email and social media policy

Staff who contravene any of the above guidelines or, in retrospect, feel that an action could be seen as inappropriate, should discuss the matter immediately with the Senior Leadership Team so that notes can be made and securely kept should reference need to be made to them in the future.

Note also that, if an allegation of abuse is made against an employee or worker, the relevant national and local safeguarding guidelines and procedures will be followed.

These are designed to ensure the safeguarding and welfare of the pupil/pupil's and to protect the best interests of the individual staff.

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The Department for Education's statutory guidance 'Keeping Children Safe in Education September 2022' includes information and guidance on managing allegations and is set out in Part Four 'Dealing with Allegations against Teachers and Other Staff'. Accordingly, this will be used, along with relevant Southover Partnership and local procedures (Barnet, Enfield, Brent), where it is alleged that an individual has:

- behaved in a way that has harmed a pupil, or may have harmed a pupil;
- possibly committed a criminal offence against or related to a pupil; or
- behaved towards a pupil or pupils in a way that indicates they would pose a risk of harm to children.

See Appendix 1: DSL & SLT staff members

HEALTH AND SAFETY

All establishments are responsible for producing a Health and Safety statement and policy relevant to its own premises, practices and people. It is important, therefore, that you read and familiarise yourself with the content of the relevant documents in place within the Southover Partnership and, in particular, any specific duties assigned to you as part of the policy. (all policies are available in the documents section on schoolpod and on the website)

You are required to comply with Safety Regulations and to use any safety equipment and protective clothing which is supplied to you by The Southover Partnership, as well as any hygiene and accident reporting requirements.

You must never act in a way which might cause risk or damage to any other members of the Southover Partnership, community, or visitors. In general, all staff are required to take due care for their own safety and the safety of their fellow employees at all times.

External Activity

Any outside work or activity which may conflict with the interests of the Southover Partnership or which makes use of their resources or property must always be agreed in advance with the Senior Leadership Team. The use of their resources and property for personal purposes is not permitted.

Whistleblowing

- The Southover Partnership has a **Whistleblowing Policy**. Where a member of staff has good reason for concern regarding the conduct or competence of a colleague, they should follow the procedures in the policy. This is particularly important where the welfare of children may be at risk
- All staff have a duty to report themselves if there is any reason why they may not be able to carry out their duties effectively or if there is anything that may affect their ability to work safely with children.

Staff need to be aware of their responsibilities under PREVENT. Any worries about pupils should be viewed as safeguarding issues and reported to the Designated Safeguarding Lead following the procedures set out in the Safeguarding and Child Protection Policy. Any worries about colleagues should be reported under Whistleblowing

GENERAL WORKING STANDARDS

Attendance, absence and Sickness

The Southover Partnership recognise that the majority of employees are punctual and do not take time off without good cause or obtaining prior permission. Our expectations are that staff will follow the guidance in the **Staff Sickness and Absence Policy**.

Sickness Absence

All staff are expected to follow the Absence Reporting Procedure, contained within the **Staff Sickness and Absence Policy**, when they are absent from work due to illness or injury. This procedure includes notification as early as possible on the first day of absence, keeping their line manager informed where absence continues, requirements for the provision of 'Statements of Fitness for Work' and procedures on return to work.

Staff Appearance and Dress

It is expected that:

- when at work, or representing the Southover Partnership, you ensure that your appearance is neat and clean
- you always dress in a manner which is appropriate to your role and the circumstances or setting in which you work
- you remember that you are a role model for pupils and your appearance and dress should reflect this important and unique position

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- you do not dress in a way that may cause embarrassment to pupils, parents, colleagues, Trustees, other stakeholders or visitors.



Ultimately, it will be for the Senior Leadership Team to decide whether an employee's appearance and/or dress is appropriate or not, they will ensure that the rights of employees to dress as they please, and in accordance with their principles and beliefs, is balanced with the need for the Southover Partnership to promote a suitable image to its stakeholders. At all times, care will be taken not to discriminate in relation to appearance and dress requirements.

No Smoking/Vaping

Exposure to secondhand smoke increases the risk of lung cancer, heart disease and other serious illnesses. Ventilation or separating smokers and non-smokers within the same airspace does not completely stop potentially dangerous exposure. Southover Partnership buildings and grounds are no smoking areas, this includes the use of Vapes. Pupils should not be able to witness a member of staff smoking, as this is not acting as a positive role model, staff are expected to get permission from their line manager to leave Southover Properties to smoke, so there is cover available for them. Staff must never give a pupil any smoking paraphernalia including but not limited to; Cigarettes, Lighters, matches, vapes etc.

Use of Southover Partnership and other Resources (inside and outside work)

All equipment and communications systems, including (for example) photocopiers, scanners, printers, fax machines, as well as electronic systems such as Email and Internet access and any associated hardware and software and any other resources belonging to the Southover Partnership are for official and authorised purposes only.

Electronic media must not be used for knowingly transmitting, retrieving, copying, sharing or storing any communication or information that is:

- discriminatory or harassing
- derogatory to any individual or group
- obscene or pornographic
- defamatory or threatening
- engaged in any purpose that is illegal or contrary to rules, regulations, policies or interests.

The Senior Leadership Team **may** authorise personal use of Southover Partnership's resources, including electronic systems which:

- do not interfere with the performance of professional duties

- are of reasonable duration and frequency
- serve a legitimate interest, such as enhancing professional interests or education
- do not compromise security or safety requirements, or adversely affect the performance or work of the Southover Partnership, the pupils or the individual staff
- do not overburden systems, create difficulties for others and/or result in additional expenditure for the Southover Partnership.

Staff are expected to act in an honest and appropriate manner in relation to the use of Southover Partnership resources.

Staff should not bring personal laptops, iPads, tablets or similar devices into the workplace without the specific permission of their Line Manager, Head of School or Head of Outreach services. In specific circumstances, where permission may have been granted, the equipment must be held securely at all times and not left unattended where it may be accessed by pupils or other persons.

Personal mobile phones may be brought onto the premises for practical purposes but must similarly be used responsibly and appropriately and not left unattended where they may be accessed by pupils or other persons.

Please note that the Southover Partnership does not accept any responsibility for personal belongings brought onto their premises, or elsewhere in relation to work or during working time.

Sensitive Information and Confidentiality

Information held relating to the work of the Southover Partnership is a resource belonging to the organisation. This applies whether information is held manually or electronically.

It is expected that all employees and workers will use sensitive information properly and have due respect for confidentiality.

E-Safety and Internet Use

The use of e-mail and the Internet is encouraged as it facilitates communication, enhances our work and improves efficiency. However, inappropriate use may lead to problems ranging from issues relating to productivity to legal claims against the employer. Therefore, all staff are expected to:

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exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety Policy at all times both inside and outside of work.

- not engage in inappropriate use of social network 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.
- 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 students either with their own profile or acting covertly.
- only make contact with students via the use of school email accounts or telephone equipment when appropriate and strictly for educational reasons.
- only take photographs/stills or video footage of students 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 schools procedures on school equipment.
- adhere to any requirements in place (and in our acceptable internet use policy) relating to use of the systems for work-related and any permitted private use (if applicable)
- assist in reducing email overload and aid productivity wherever possible by (for example) sending email messages only to those for whom they are relevant, send blind (bcc) copies wherever possible, not automatically reply to all names on a "cc" list (it may be inappropriate in some cases or irrelevant for some recipients). Only send attached files where necessary
- be aware that emails and email contact lists contained on the system are the property of the Southover Partnership, even though created by an individual staff

Computer Security and Misuse

In addition to any requirements set out elsewhere in this Code, all staff must ensure that they adhere to any instructions and/or procedures provided to them in relation to computer security. This applies on first joining the Southover Partnership and/or first being issued with computer equipment, during employment and on leaving.

In general, all staff should note that:

- Those with access to personal data are in a particularly sensitive position and must be aware of the provisions of the Data Protection Act.
- All Internet sites accessed, as well as other applications, should be closed when finished with and computers switched off. Computers should never be left open and unattended.
- All log-ins/passwords must be kept confidential. They must not be given to any other person. Neither should any staff use someone else's log-in or password.
- No external software may be used without the prior permission of the SLT or person responsible for computer security.
- All electronic data must be held in an encrypted manner.

Misuse of computers is a serious disciplinary offence. The following are examples of misuse:

- fraud and theft
- system sabotage
- introduction of viruses
- obtaining unauthorised access
- using the system for private work or unauthorised game playing
- breaches of the Data Protection Act
- sending abusive or defamatory messages or statements about people or organisations, or posting such messages or statements on any websites or via e-mail
- attempting to access prohibited sites on the internet
- Hacking
- breach of the Southover Partnership's security procedures.

The above list is not exhaustive. Depending on the circumstances, misuse of the computer system may be considered to be gross misconduct. Misuse amounting to criminal conduct may be reported to the police.

DISCIPLINARY ACTION

Failure to meet the standards and requirements set out in this Code of Conduct and any other related policies and procedures may result in disciplinary action being taken against you. Misconduct may result in dismissal, including summary dismissal for any act constituting gross misconduct. Acts that may constitute 'misconduct' and 'gross misconduct' are attached. (See Appendix 3).

If there is anything in this Code that you do not understand, you should speak to the Senior Leadership team or Executive Headteacher.

Related Southover Partnership Policies

All employees and workers, as appropriate, must comply with all The Southover Partnership's policies and procedures. (All policies are available on Schoolpod and on the Southover Partnership's website as required) you will be expected to have read and understand the following policies and/or procedures and ensure you are kept updated with any updates;

- Safeguarding Policy and Procedures
- Anti-radicalisation Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- Statement of Procedures for Dealing with Allegations of Abuse against Teachers and Other Staff
- Internet email and social media policy
- Staff Appraisal Policy and procedures
- Behaviour Policy
- Staff Capability Policy
- Sickness and Absence Policy and Procedures
- Complaints and Complements Policy and Procedures
- Curriculum Policy
- Data Protection
- Staff Discipline
- Equality Information and Objectives
- Health and Safety and Risk Assessments Policy
- Home School Agreement Document
- Supporting Pupils with Medical Conditions
- Equality
- Sickness Absence Reporting
- Special Educational Needs Report

In addition, **teachers** are expected to uphold and adhere to the standards of 'Personal and Professional Conduct' as set out in part Two of the 'Teachers' Standards' as published by the Department for Education. (Appendix 2a) Support Staff are expected to comply to the 'Support Staff Standards' (Appendix 2b)

Appendix 1

CURRENT MANAGEMENT STRUCTURE:

Designated Safeguarding lead Kief

Ho– Executive Headteacher

Senior Leadership Team;

Kief Ho– Acting Executive Headteacher

Aous Muburak, Acting Head of School - Kingsbury Site

Jean-Robert Etonde, Acting Head of School

Naila Khan, Head of School - Southgate site

Jonathan Harper, Head of School - Finchley site

Lawrence Murray – Head of Outreach Service

Joanna Carson – School Business Manager

Appendix 2a

[Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Teachers' standards: overview \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils 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 pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 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 pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- 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
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix 2b

[view \(neu.org.uk\)](http://neu.org.uk)

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TA Standards

1. have high expectations of children and young people with a commitment to helping them fulfil their potential.
2. establish fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. demonstrate the positive values, attitudes and behaviour they expect from children and young people.
4. communicate effectively and sensitively with children, young people, colleagues, parents and careers.
5. recognise and respect the contribution that parents and careers can make to the development and well-being of children and young people.
6. demonstrate a commitment to collaborative and cooperative working with colleagues.
7. improve their own knowledge and practice including responding to advice and feedback.
8. understand the key factors that affect children and young people's learning and progress.
9. know how to contribute to effective personalised provision by taking practical account of diversity.
10. have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.
11. know how to use ICT to support their professional activities.
12. know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.
13. understand the objectives, content and intended outcomes for the learning activities in which they are involved.
14. know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
15. know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

Planning and expectations

1. use their area(s) of expertise to contribute to the planning and preparation of learning activities.
2. use their area(s) of expertise to plan their role in learning activities.
3. devise clearly structured activities that interest and motivate learners and advance their learning.
4. plan how they will support the inclusion of the children and young people in the learning activities.
5. contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

6. Be familiar with and implement the Southover Collaborative Working Policy **Monitoring and assessment**



Those awarded HLTA status must demonstrate, through their practice, that they: monitor learners' responses to activities and modify the approach accordingly. support the evaluation and monitoring of learners' progress using a range of assessment techniques. contribute to maintaining and analysing records of learners' progress.

APPENDIX 3

MISCONDUCT

Misconduct includes, but is not limited to, the following:

- failure to conform to agreed working practices, where these are reasonably and properly required
- refusal or failure to carry out a reasonable instruction
- failure to complete contractual hours
- failure to observe policies and procedures, including, for example:
- the correct recording of working time and attendance,
- the reporting of sickness, and
- requirements relating to time off work or release from duties (e.g. annual leave or domestic emergency)
- the Staff's code of Conduct.
- persistent lateness
- unaccountable absences from the workplace or area
- failure to comply with appearance and dress codes or requirements
- failing to take reasonable care of Southover Partnership's property
- using property, equipment, transport or other resources for private purposes without authorisation, or misuse of such property whether inside or outside of the workplace or working hours
- disclosing confidential information without authorisation
- failure to comply with the 'No Smoking' policy or requirements
- failure to participate in or follow instructions during fire drills/practices
- any actions or inactions leading to a loss of trust and confidence, or which bring the Southover Partnership into disrepute

Note:

- (1) The above list is neither exclusive nor exhaustive.
- (2) If sufficiently serious, or if repeated, the above may, in some cases, constitute gross misconduct.

GROSS MISCONDUCT

Gross Misconduct includes, but is not limited to, the following:

- serious abuse
- corrupt practices
- where an employee is charged with a criminal offence inconsistent with his/her position
- serious breaches of regulations, policies or procedures (e.g. the Child Protection Policy)
- theft, fraud and deliberate falsification of records (e.g. expenses claims)
- physical violence, threats, fighting, assault on another person
- serious bullying, harassment or discrimination
- deliberate damage to Southover Partnership's property or another person's property
- removal or disposal of any Southover Partnership's property without permission
- serious insubordination
- interference with safety devices or equipment putting other employees/workers, pupils, governors or any visitors at risk at the workplace
- serious infringement of health and safety regulations, rules or practices
- serious misuse of the Southover Partnership's property or name
- misuse of a disabled person's blue badge
- incapability whilst on duty brought on by alcohol or illegal drugs, the misuse of drugs or the possession of illegal drugs whilst at work
- the supply and trafficking of drugs, money laundering activities, or the use, sale or distribution of illegal substances
- negligence which causes or might cause unacceptable loss, damage or injury
- serious breach of duty of confidence (subject to the Public Interest Disclosure Act 1998 and any amendments)
- deliberate or reckless damage, misuse or interference with or unauthorised use of the computers and/or software or unauthorised entry to computer records
- serious misuse of electronic systems
- conviction of a criminal offence that is relevant to the employee's employment
- failure to adhere to Regulations and/or internal procedures or protocols governing public or other examinations, coursework and/or other assessment methods. This includes in relation to planning, preparation, invigilation, marking and storing of examination papers and coursework.
- deliberate falsification of a qualification that is a stated requirement of the employee's employment or results in financial gain to the employee
- undertaking private work in working hours without express prior permission

- bringing the Southover Partnership into serious disrepute, and/or any actions/inactions leading to a serious breach of trust or confidence.



The above list is neither exclusive nor exhaustive.