

Staff Expectations and Code of Conduct Policy

Bolder Academy

1 MacFarlane Lane

Registered in England and Wales No: 08932893

Staff Expectations and Code of Conduct Policy V1

This policy is called:	Staff Expectations and Code of Conduct Policy
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1. Introduction

The Code sets out the professional standards expected and the duty upon all adults who work or volunteer at Bolder Academy.

All adults have a duty to keep students safe, promote their welfare and, to protect them from radicalisation (the Prevent Duty), abuse (sexual, physical and emotional), neglect and safeguarding concerns.

This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and students and behaviour by adults that demonstrate integrity, maturity and good judgement.

Following this Code will help to safeguard adults from being maliciously, falsely or mistakenly suspected or accused of misconduct in relation to students.

Any behaviour in breach of this Code by employees may result in action under our Disciplinary Procedure. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The Governing Board will take a strict approach to serious breaches of this Code.

2. Safeguarding and Child Protection Policy

Adults have a duty to act in accordance with the Safeguarding and Child Protection Policy. This policy is available from the Academy website or the staff shared area. All adults must report any safeguarding, child protection, welfare or radicalisation concerns about a student to the Designated Safeguarding Lead.

- **The Designated Safeguarding Lead is: Liz Green**
- **The named Governor for safeguarding is: Wendy Smith**

All adults must be familiar with and act in accordance with the most recent versions of the following documents; Part 1 of Keeping Children Safe in Education DfE (statutory), Working Together to Safeguard Children HM Government (statutory), Prevent Duty Guidance HM Government (statutory), 'The Prevent duty departmental advice for Academies and childcare providers' DfE and 'Guidance for safer working practice for those working with children and young people in education settings' (non-statutory).

An employee who fails to bring a matter of concern to the attention of senior management and/or the relevant agencies is likely to be subject to disciplinary action.

3. Safeguarding and Whistleblowing

Adults must raise concerns they have about safeguarding or child protection practices by following the Academy's Safeguarding Policies.

The Academy also has a Whistleblowing Policy which is to be used to report wrongdoing or dangers at work. Cross reference Whistleblowing Policy.

4. Allegations of Abuse Against Teachers and Other Staff and Volunteers

Where it is alleged that an adult has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or,
- Behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children.

The Headteacher and the Governing Board will follow the Allegations against Members of Staff Policy and the guidance set out in Keeping Children Safe in Education.

5. Expected Professional Standards

All adults must follow the Expectations of Staff Policy, details of which are set out at the end of this document.

Teachers are also required to comply with the Teachers' Standards.

6. Data Protection and Confidentiality

As data controllers, all academies are subject to the General Data Protection Regulations and other relevant data protection legislation. In addition, teachers owe a common law duty of care to safeguard the welfare of their students. This duty is acknowledged in the provisions governing disclosure of information about students.

Adults may have access to confidential information about students in order to undertake their responsibilities. In some circumstances the information may be sensitive data and/or confidential.

Confidential or personal information about a student or her/his family must never be disclosed to anyone other than on a need to know basis and advice

should be sought prior to disclosure to ensure such disclosure is carried out appropriately.

Information must never be used to intimidate, humiliate, or embarrass the student. Information must never be used by anyone for their own or others advantage (including that of partners, friends, relatives or other organisations).

There are some circumstances in which an adult may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, adults have a duty to pass information on without delay to those with designated safeguarding responsibilities.

Confidential information about students must be held securely. Confidential information about students must not be held off the Academy site other than on security protected Academy equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

If a student or parent/carer makes a disclosure regarding abuse or neglect, the adult must follow the Academy's procedures and the guidance as set out in Keeping Children Safe in Education DfE.

Confidentiality must not be promised to the student or parent/carer however reassurance should be given that the information will be treated sensitively.

All staff who need to share 'special category data' should be aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition. This allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk.

If an adult is in any doubt about the storage or sharing of information s/he must seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries must be passed to senior management.

7. Propriety, Behaviour and Appearance

All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, students and the public in general.

An adult's behaviour or actions, either in or out of the workplace, must not compromise her/his position within the work setting, or bring the Academy into disrepute.

Non-exhaustive examples of unacceptable behaviour are contained in our Disciplinary Procedure/Rules.

Adults are required to notify the Academy immediately of any allegation/s of misconduct that are of a safeguarding nature made against them (or implicating them), by a child or adult in relation to any outside work or interest (whether paid or unpaid) and, of any arrest or criminal charge whether child related or not. Where employees fail to do so, this will be treated as a serious breach of this Code and dealt with under our Disciplinary Procedure.

Individuals should not behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model, including:

- Making, or encouraging others to make sexual remarks to, or about, a student.
- Use inappropriate language to or in the presence of students.
- Discuss their personal or sexual relationships with or in the presence of students.
- Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

A person's dress and appearance are matters of personal choice, self-expression, religious and cultural customs. However, adults must maintain an appropriate standard of dress and personal appearance at work which promotes a positive and professional image. Clothing and footwear must be safe and clean and take account of health and safety considerations.

Adults must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be religious and culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory.

Adults who dress or appear in a manner which may be considered as inappropriate could render themselves vulnerable to criticism or, where the adult is an employee, allegations of misconduct that may lead to action under our Disciplinary Procedure. The dress code is set out in the Staff Expectations Policy at the end of this document.

Personal property of a sexually explicit nature or property which might be regarded as promoting radicalisation or otherwise inappropriate such as books, magazines, CDs, DVDs or such material on any electronic media including links

to such material must not be brought onto or stored on Academy premises or on any Academy equipment.

8. Sexual Contact with Children and Young People and Abuse of Trust

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

Adults must not use their status or position to form or promote relationships with children (whether current students or not), that are of a sexual nature, or which may become so. Adults should maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report any incident with this potential.

Any sexual behaviour or activity, whether homosexual or heterosexual, by an adult with or towards a child/student or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it an offence for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.

Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children.

Adults must not have sexual relationships with students or have any form of communication with a child, which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, texts, electronic mail, phone calls, social networking contact or physical contact. The adult should not make sexual remarks to, or about, a child or discuss their own sexual relationships with or in the presence of students. Adults should take care that their language or conduct does not give rise to comment or speculations.

Attitudes, demeanour and language all require care and thought.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person,

and manipulate that relationship so that sexual abuse can take place. Adults should be aware that conferring special attention without good reason or favouring a student has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

9. Infatuations and Crushes

A child or young person may develop an infatuation with an adult who works with them. An adult, who becomes aware (may receive a report, overhear something, or otherwise notice any sign no matter how small or seemingly insignificant) that a student has become or may be becoming infatuated with him/herself or a colleague, must report this without delay to the Headteacher or the most senior leader so that appropriate action can be taken to avoid any hurt, distress or embarrassment.

The situation will be taken seriously, and the adult should be careful to ensure that no encouragement of any kind is given to the student. It should also be recognised that careless and insensitive reactions may provoke false accusations.

Examples of situations which must be reported are given below:

- Where an adult is concerned that he or she might be developing a relationship with a student which could have the potential to represent an abuse of trust.
- Where an adult is concerned that a student is becoming attracted to him or her or that there is a developing attachment or dependency.
- Where an adult is concerned that actions or words have been misunderstood or misconstrued by a student such that an abuse of trust might be wrongly suspected by others.
- Where an adult is concerned about the apparent development of a relationship by another adult with a student/child, or receives information about such a relationship.

10. Gifts, Rewards, Favouritism and Exclusion

It is against the law for public servants to take bribes. Adults need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when students or parents/carers wish to pass small tokens of appreciation to adults e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Personal gifts must not be given to students or their families/carers. This could be misinterpreted as a gesture either to bribe or groom. It might be perceived that a 'favour' of some kind is expected in return.

Any reward given to a student should be consistent with the Academy's behaviour or rewards policy, recorded, and not based on favouritism.

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

11. Social Contact and Social Networking

Communication between students and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, tablets, text messages, emails, instant messages, websites, social media such as Facebook, Twitter, Instagram, chat-rooms, forums, blogs, apps such as WhatsApp, gaming sites, digital cameras, videos, web-cams and other hand-held devices.

Adults should not share any personal information with students and they should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role.

Adults should ensure that all communications are transparent and avoid any communication that could be interpreted as 'grooming behaviour'.

Adults must not give their personal contact details such as home/mobile phone number; home or personal e-mail address or social networking details to students unless the need to do so is agreed in writing with senior management. If, for example, a student attempts to locate an adult's personal contact details and attempts to contact or correspond with him/her, the adult should not respond and must report the matter to his/her manager.

It is recommended that adults ensure that all possible privacy settings are activated to prevent students from making contact on personal profiles and to prevent students from accessing photo albums or other personal information which may appear on social networking sites.

Adults are personally responsible for what they communicate in social media

and must bear in mind that what is published might be read by us, students, parents and carers, the general public, future employers and friends and family for a long time.

Adults must ensure that their on-line profiles are consistent with the professional image expected by the Academy and must not post material which damages the reputation of the Academy or which causes concern about their suitability to work with children and young people.

Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or, in the case of an employee, allegations of misconduct which may be dealt with under the Disciplinary Procedure. Even where it is made clear that the writer's views on such topics do not represent those of the Academy, such comments are inappropriate.

Adults are advised not to have any online friendships with any young people under the age of 18, unless they are family members or close family friends. Adults are advised not to have online friendships with parents or carers of students, or members of the Governing Board/trustees. Where such on-line friendships exist, adults must ensure that appropriate professional boundaries are maintained.

It is acknowledged that adults may have genuine friendships and social contact with parents or carers of students, independent of the professional relationship. Adults should, however, inform senior management of any relationship with a parent/carer where this extends beyond the usual parent/carer/professional relationship; advise senior management of any regular social contact they have with a student or parent/carer, which could give rise to concern; inform senior management of any requests or arrangements where parents/carers wish to use their services outside of the workplace e.g. babysitting, and adults should always approve any planned social contact with students or parents/carers with senior colleagues, for example when it is part of a reward scheme.

If a parent/carer seeks to establish social contact, or if this occurs coincidentally, the adult should exercise his or her professional judgment and should ensure that all communications are transparent and open to scrutiny.

Some employees may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the employee or seeks support outside of their professional role this should be discussed with senior management and where necessary referrals made to the appropriate support agency.

Employees must not undertake private tutoring of students who attend the Academy outside of Academy hours in a paid or unpaid capacity.

12. Physical Contact, Personal Privacy and Personal Care

There are occasions when it is entirely appropriate and proper for employees to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role and in relation to the student's individual needs and any agreed care plan.

When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture and background.

Employees must use their professional judgement at all times. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. Adults should never touch a student in a way which may be considered indecent. If an adult believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible to a Senior Leader so this can be recorded, and, if appropriate, a record placed on the student's file.

Physical contact, which occurs regularly with a student or students, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open Academy policy and subject to review. Where feasible, staff should seek the student's permission before initiating contact. Adults should listen, observe and take note of the student's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the student for the minimum time necessary.

There may be occasions when a distressed student needs comfort and reassurance. This may include age-appropriate physical contact. Adults should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Adults should always tell a colleague when and how they offered comfort to a distressed student.

Where an adult has a concern about the need to provide this type of care and

reassurance s/he should seek further advice from a Senior Leader.

Some employees, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with students in order to support a student, so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in a safe and open environment.

Adults should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

All parties should clearly understand from the outset what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers informed of the extent and nature of any physical contact may also prevent allegations of misconduct arising. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent/carer.

Students are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment. Adults who are required as part of their role to attend changing rooms should announce their intention of entering any student changing rooms and only remain in the room where the student/s needs require this.

Employees with a job description which includes intimate care duties will have appropriate training and written guidance including a written care plan for any student who could be expected to require intimate care.

Staff should adhere to the Academy's intimate and personal care policies. No other adult should be involved in intimate care duties except in an emergency. A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, include times left and returned. Employees should not assist with personal or intimate care tasks which the student is able to undertake independently.

13. Behaviour Management and Physical Intervention

All students have a right to be treated with respect and dignity. Adults must not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation. Deliberately intimidating students by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of our Behaviour for Learning Policy.

Physical intervention can only be justified in exceptional circumstances. Non-statutory guidance is available from the Department of Education website. See 'Use of reasonable force - advice for Headteachers, Staff and Governing Bodies'.

Adults may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Adults should have regard to the health and safety of themselves and others. It is always unlawful to use force as a punishment.

The use of unwarranted physical force is likely to constitute a criminal offence. The Academy has a separate Behaviour Policy that includes the use of physical intervention.

Where a student has specific needs in respect of particularly challenging behaviour, a positive handling plan, including a risk assessment, should be put in place and agreed by all parties.

Where it is judged that a student's behaviour presents a serious risk to themselves or others, a robust risk assessment that is regularly reviewed and a physical intervention plan, where relevant, must be put in place. All incidents and subsequent actions should be recorded and reported to a manager and the student's parents/carers.

Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place that the student and parents/carers are aware of and have agreed to. Parental consent does not permit the use of unlawful physical intervention or deprive a student of their liberty. The Academy has separate policies on Behaviour Management and the Use of Physical Intervention.

14. First Aid and Medication

The Academy has a separate policy on supporting students with a medical condition.

15. One to One Situations and Meetings with Students

One to one situations have the potential to make children/young people more vulnerable to harm by those who seek to exploit their position of trust.

Adults working in one to one settings with students may also be more vulnerable to unjust or unfounded allegations being made against them. Adults must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both adults and students are met.

Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each adult and student, which should be reviewed regularly. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

- Pre-arranged meetings with students away from the premises or on the Academy site when the Academy is not in session are not permitted unless written approval is obtained from their parent/carer and the Headteacher or other senior colleague with delegated authority.
- No student should be in or invited into, the home of an adult who works with them, unless they are family members or close family friends, in which case adults are advised to notify their line manager.
- Students must not be asked to assist adults with jobs or tasks at or in their private accommodation or for their personal benefit.
- There are occasions during exam periods when timetables clash and arrangements needs to be made to preserve the integrity of the of the examination process and in these circumstances exam boards may allow candidates to take an exam the following morning, including Saturdays. The examination board requires the centre to determine a method of supervision on journeys to and from the centre and overnight, which ensures the candidate's wellbeing. This supervision may be undertaken by a parent/carer or, employees may be asked to volunteer to supervise students, which may with prior approval be in their own home.
- Other than in an emergency, an adult must not enter a student's home if the parent/carer is absent. Always make detailed records including times

of arrival and departure and ensure any behaviour or situation that gives rise to concern is discussed with a senior manager/Headteacher. A risk assessment should be undertaken, and appropriate risk management measures put in place prior to any planned home visit taking place. In the unlikely event that little or no information is available, home visits should not be made alone.

- Employees must not undertake private tutoring of Bolder Academy students in either a paid or unpaid capacity.

16. Transporting Students

In certain situations, e.g. out of Academy activities, adults may agree to transport students. Transport arrangements should be made in advance by a designated employee who will be responsible for planning and overseeing all transport arrangements and respond to any concerns that may arise. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. The driver should be aware of the current legislation concerning the use of car seats for younger children where applicable. It is illegal to drive using hand-held phones or similar devices and the driver must ensure that they adhere to all driving regulations.

The driver must hold a valid licence, business insurance and be accompanied by a second member of staff.

Adults must not offer lifts to a student, unless the need has been agreed with a manager and, if this falls outside their normal working duties e.g. they are employed as a driver, has been agreed with parents/carers and there is at least one other adult additional to the driver acting as an escort.

For the benefit of doubt, where staff have appropriate personal relationships with parents i.e. friend or relative, in most cases the manager will agree to private arrangements being made to assist students with transport to and from Academy. Please ensure however that you secure written permission from the parent and provide a copy to your line manager when seeking permission. Your line manager will confirm with you in writing whether the arrangements are acceptable.

There may be occasions where a student requires transport in an emergency situation or where not to give a lift may place a student at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

17. Educational Visits and Academy Clubs

Adults should take care when supervising students in the less formal atmosphere of an educational visit, particularly in a residential setting, or after school activity. Adults remain in a position of trust and the same standards of conduct apply. Please refer to the Academy's policy on educational visits and the Health and Safety policy.

18. Curriculum

Some areas of the curriculum can include or raise subject matter which is sexually explicit, of a political, cultural, religious or an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to students' questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead.

Care should be taken to comply with the Academy's policy on spiritual, moral, social, cultural (SMSC) education which promotes fundamental British values is rigorously reviewed to ensure it is lawful and consistently applied. Staff must also comply at all times with the policy for relationships and sex education (RSE).

Adults must not enter into or encourage inappropriate discussion about sexual, political or religious activity or behaviour or, discussions which may offend or harm others.

Adults should take care to protect children from the risk of radicalisation and should act in accordance with advice given in Keeping Children Safe in Education DfE and accordingly must not express any prejudicial views or, attempt to influence or impose their personal values, attitudes or beliefs on students.

Please refer to the Academy's policy on sex and relationships education (SRE) and, the policy on spiritual, moral, social and cultural development (SMSC).

19. Photography, Videos and other Creative Arts

Reference should be made to the Academy's guidance on e-safety, the use of images and the consent forms therein.

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

The General Data Protection Regulations (GDPR) affect the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent/carer of a child before any images are made such as those used for Academy web sites, notice boards, productions or other purposes.

Adults need to be aware of the potential for such images to be taken and/or misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults should remain sensitive to any student who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

Adults should only use equipment provided or authorised by the Academy to make/take images and should not use personal equipment, mobile telephones or any other similar devices to make/take images.

Adults should not take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care; or make audio recordings of a child's disclosure.

The following guidance should be followed:

- If a photograph is used, avoid naming the student.
- If the student is named, avoid using the photograph.
- Photographs/images must be securely stored and used only by those authorised to do so
- Be clear about the purpose of the activity and about what will happen to the photographs/images when the lesson/activity is concluded.

- Only retain images when there is a clear and agreed purpose for doing so.
- Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- Ensure that all photographs/images are available for scrutiny in order to screen for acceptability
- Be able to justify the photographs/images made.
- Do not take images of students for personal use.
- Only take images where the student consents to this.
- Do not take photographs in one to one situations.
- Do not display or distribute photographs/images of students unless there is consent to do so from the parent/carer.
- Only publish images of students where they and their parent/carer have given explicit written consent to do so.
- Do not take images of students in a state of undress or semi-undress.
- Do not take images of students which could be considered as indecent or sexual.

20. Unacceptable Use of ICT Facilities and Monitoring

This section should be read in conjunction with the Academy's Acceptable use of ICT and Social Media Policy. Posting, creating, accessing, transmitting, downloading, uploading or storing any of the following material (unless it is part of an authorised investigation) is likely to amount to gross misconduct and result (where the adult is employed) in summary dismissal (this list is not exhaustive):

- Pseudo-images of children (child abuse images), pornographic or sexually suggestive material or images of children or adults which may be construed as such in the circumstances (that is, writing, texting, pictures, films and video clips of a sexually explicit or arousing nature),
- Any other type of offensive, obscene or discriminatory material, criminal material or material which is liable to cause distress or embarrassment to [the Academy] or others.

If indecent images of children are discovered at the premises or on the Academy's equipment/devices, an immediate referral should be made to the Academy Designated Safeguarding Lead and Headteacher (unless he or she is implicated) and the external Local Authority Designated Officer (LADO) and, if relevant, the police contacted.

The images/equipment should be secured, should not be used by others and should be isolated from the network. There should be no attempt to view, tamper with or delete the images as this could jeopardise any necessary criminal

investigation. If the images are of children are known to the Academy, a referral should also be made to children's social care in accordance with local arrangements.

The contents of our ICT resources and communications systems are the property of Bolder Academy.

Therefore, adults should have no expectation of privacy in any message, files, data, document, facsimile, telephone conversation, social media post, conversation or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on our electronic information and communications systems.

We reserve the right to monitor, intercept and review, without prior notification or authorisation from data users. Usage of our IT resources and communications systems, including but not limited to telephone, e-mail, messaging, voicemail, CCTV, internet and social media postings and activities is monitored to ensure that our rules are being complied with and for the following purposes:

- To monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Code.
- To assist in the investigation of alleged wrongful acts; or
- To comply with any legal obligation.

Adults consent to monitoring by acknowledgement of this Code and the use of our resources and systems. We may store copies of data or communications for a period of time after they are created, and may delete such copies from time to time without notice. If necessary information may be handed to the police in connection with a criminal investigation.

A CCTV system monitors the Academy 24 hours a day and there are notices displayed around the site explaining that CCTV cameras are in operation. This data is recorded and processed in accordance with the GDPR and relevant privacy legislation and may be used as evidence of any alleged wrong doing.

Cyber-bullying can be experienced by adults as well as students. Adults should notify the Designated Safeguarding Lead if they are subject to cyber-bullying. The Academy will endeavour to protect adults and stop any inappropriate conduct.

21. Reporting Concerns and Recording Incidents

All adults must report concerns and incidents in accordance with the guidance set out in Keeping Children Safe in Education DfE and the Allegations against Staff Policy.

In the event of an allegation being made, or incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher, Senior Leader or Designated Safeguarding Lead as appropriate. An employee who fails to bring a matter of concern to the attention of senior management and/or the relevant agencies will be subject to disciplinary action.

In addition to behaviours outlined elsewhere in this Code and, the types of abuse and neglect set out in Keeping Children Safe in Education DfE, the following is a non-exhaustive list of some further behaviours which would be a cause for concern:

An adult who:

- Allows a student/young person to be treated badly; pretends not to know it is happening.
- Gossips/shares information inappropriately.
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language.
- Dresses in a way which is inappropriate for the job role.
- Does not treat students fairly - demonstrates favouritism.
- Demonstrates a lack of understanding about personal and professional boundaries.
- Uses his/her position of trust to intimidate, threaten, coerce or undermine.
- Appears to have an inappropriate social relationship with a student or students.
- Appears to have special or different relationships with a student or students.
- Seems to seek out unnecessary opportunities to be alone with a student.

Appendix: Staff Expectations and Code of Conduct

Bolder Academy's shared ambition is to be a brilliant, bold school.

Our values: be kind, be strong, be brave permeate everything we do.

The expectations set out in this policy apply to all staff and Governors.

Be Kind – Behaviour and Expectations

- To behave and communicate courteously, respectfully and professionally at all times, maintaining appropriate boundaries with students, parents/carers and all staff (including the use of emails).
- To provide excellent role modelling for students at all times.
- To take responsibility for developing students' emotional wellbeing as well as nurturing their academic potential: never behaving in a derogatory, intimidating, abusive or sarcastic manner towards any member of the Academy community.
- To maintain the highest standards of honesty and integrity at all times.
- Not to engage in any behaviour in or out of Academy which could bring the Academy into disrepute. This has implications for use on social networking sites, engagement in additional employment and recreational behaviour.
- Not to reveal any confidential information to which they have access to anyone except colleagues who need to be in possession of the details.
- To ensure that the Academy is a non-smoking, gum-free and litter-free zone.
- To dress professionally with male teaching staff wearing shirt and tie and female teaching staff in business dress. PE staff will wear Bolder Kit. Support staff should dress according to the requirements of the role but should be smart and in business dress where practical. The Headteacher will have the final decision regarding suitability.
- Suitable and safe footwear should be worn for the nature of duties, including movement around the site. Flip flops must not be worn.
- Body piercing should be limited to an earring in each ear.
- Any tattoos should be hidden from view.
- To communicate directly to staff members in the first instance if there is a difference of opinion or approach.

Be strong – Commitment, Involvement and Routines

- To endeavour to maintain excellent attendance and punctuality.
- To attend key whole-Academy events in the annual Academy calendar, such as open evenings, parents' evenings and awards ceremonies.
- To attend Academy assemblies.
- To be welcoming towards parents and carers, encouraging communication and partnership, returning calls/emails as soon as possible - ideally on the same day and certainly within two Academy days.
- To sign in and out if leaving the site during the Academy day.
- Not to take Academy property off site without authorisation.
- To read staff notices at the start of every day and pass on notices to students as required.

Be Brave – Upholding the Core Purpose and Professional Development

- To be totally aligned to the vision, core purpose, aims and ethos of the Academy.
- To demonstrate belief in the potential of all students to develop the behaviours and skills to gain the qualifications necessary for a place at a top university and success in life, if that is what they choose.
- To do everything possible to contribute to the provision of the highest quality of education at the Academy.
- To work hard with a consistent focus on contributing to this provision.
- To uphold all Academy policies and follow all agreed procedures with consistency and care particularly with regards to keeping students safe, GDPR and Health and Safety.
- For all teaching staff to meet the Teacher Standards.
- To maintain zero tolerance of any form of student behaviour that runs counter to the Academy's stated aims and objectives, for example: disrespect, rudeness, bullying, dangerous/anti-social/loud behaviour, failure to bring basic equipment or complete independent learning tasks, possession of banned items, lateness.
- To engage in all whole-staff Professional Development (PD) and take responsibility for personal PD activities.
- To engage openly, reflectively and positively in the Academy's Appraisal procedures.
- To operate an open-door policy, welcoming regular observation of and feedback on their practice.
- To be candid and admit if mistakes are made.
- To be open to constructive feedback and to reflect on how personal practice can be improved.



Bolder Academy

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