



Staff Code of Conduct

Guidance and expectations for professional conduct for staff, including safer working practice guidance



Trinity MAT

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Context

This guidance is for all staff in the trust and is applicable to any trust setting that staff are required to work in, including off-site provision. References to "staff" or "adults" include teachers, support and other staff, Directors, Governors, and volunteers working in, or on behalf of, Trinity Multi-Academy Trust, in either a paid or unpaid capacity.

Throughout this Code of Conduct trust policies are referred to. Each policy will provide additional and more detailed information to what is enclosed within the Code of Conduct. All policies can be accessed via the Administration and/or HR Department.

1. Definitions

Throughout this document references are made to "children", "young people" and "students". These terms are interchangeable. All refer to children under the age of 18 years and to vulnerable adults.

2. Responsibilities

All staff who work in, or on behalf of, Trinity Multi-Academy Trust are expected:

- To safeguard and promote the welfare of children
- To act in the best interests of the trust
- To discharge their duties reasonably and according to the law
- To recognise the ethical standards governing teaching, education support and finance.

This document provides staff with clear guidance on the expectations the trust has for those who work in an academy or across the trust. This document has been developed from the following:

- The Children Act 1989 & 2004
- The Education Act 2011
- The Education Regulations 2010 & 2011
- Working Together to Safeguard Children 2018
- Children and Families Act 2014
- Keeping Children Safe in Education (current published version).

3. Purpose and Scope

As an employee of Trinity Multi-Academy Trust there is an expectation that all staff exercise the greatest care in their relationship with all stakeholders. A high standard of integrity and conduct is expected, and staff should avoid occasion for suspicion or the appearance of improper conduct.

All staff should seek to provide a safe and supportive environment which secures the wellbeing and very best outcomes for children and young people in their care.

Employers have a duty to provide all staff with clear advice about what constitutes illegal behaviour and what might be considered as misconduct. This code provides practical advice to staff about which behaviours and actions constitute professional expectations and safe practice and which behaviours should be avoided. It seeks to ensure that the duty of care

towards students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour. The guidance also outlines to staff professional behaviours that are expected during their day-to-day working lives. It is hoped that it will also assist staff to monitor their own standards and practice.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that any code cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances, staff will always advise their senior colleagues of any such action already taken or proposed.

All staff should be aware that unlawful, unsafe or unprofessional behaviour will not be tolerated and that, where appropriate, legal or disciplinary action, following investigation, is likely to follow.

Each academy will have its own processes and procedures relevant to that setting. All staff should familiarise themselves with this information and specific expectations in their place of work.

Professional conduct

1. Conflicts of interest

Staff should abide by the rules adopted by the Directors/Governing Body in relation to private interests and possible conflict with public duty, the disclosure of official information, and political activities. They should not misuse their official position or information acquired in their official duties to further their position, their private interests or those of others.

Key members of staff, such as the Senior Leaders or Executive Officers and other staff working on contracts for the trust, should ensure that any possible conflicts of interest are identified and shared at an early stage to enable appropriate action to be taken to reduce any potential risks or problems that may arise as a result of the conflict of interest.

2. Integrity

Staff should conduct themselves with integrity, impartiality and honesty. They should not deceive or knowingly mislead a Governing Body, Directors, the Department for Education, Ministers, Parliament or the public. Staff should offer the public the highest standards of conduct and service.

Staff should not use their position to receive, agree to accept, or attempt to obtain any payment or other consideration for doing, or not doing, anything or showing favour, or disfavour to any person.

Any member of staff who receives a benefit of any kind from a third party should refer to the Gifts and Hospitality Policy, or seek advice from their Finance Manager/Officer, the CFO or COO.

Staff should not use their own personal, religious or political views and beliefs to interfere with their work or delivery of curriculum. Staff should not allow any views or beliefs to unduly influence, in a manner inconsistent with the ethos of the trust, the students in our care and/or members of staff.

Resources should be used in a manner that is proper, economical, effective and efficient.

3. Confidentiality and Data Protection

Staff should be aware of their obligations under the General Data Protection Regulation (GDPR) 2018 and Freedom of Information Act (2000), in particular the restriction on sharing of information held in any of the trust's information management systems on staff and students with external bodies. Guidance on this legislation can be obtained from the Information

Commissioner or trust Data Protection Officer. Please refer to the Data Protection Policy for further advice.

No information, commercially sensitive information or personal information protected by either the Data Protection Act or General Data Protection Regulations (GDPR), should be released to anyone without appropriate authorisation from a senior leader.

Staff must not use any information obtained in the course of their employment for personal gain nor pass it on to others who might use it in such a way.

Each academy has a specific policy relating to child protection issues which provides specific details relating to the sharing of information regarding children. Staff should read and follow the procedures outlined in the policy.

Should staff members be in any doubt about disclosing information they must seek guidance from a senior leader or the trust Data Protection Officer.

Any breach of confidentiality or data breaches may lead to disciplinary proceedings.

All employees should continue to observe their duty of confidentiality after they have left the employment of Trinity Multi-Academy Trust and should be aware of and abide by any rules on the acceptance of business appointments after resignation or retirement.

4. Intellectual Property

All Intellectual Property (including, but not limited to, copyright, data rights, trademarks, patents and designs) created or conceived by you in connection with your employment (referred to as 'Intellectual Property') shall belong, at all times, to the trust, unless otherwise agreed. At the trust's request you will disclose, or keep confidential, Intellectual Property.

The corresponding definitions are:

Intellectual Property Rights: patents, rights to inventions, copyright and related rights, moral rights, trademarks, business names and domain names, rights in get-up, goodwill and the right to sue for passing off, rights in designs, rights in computer software, database rights, rights to use, and protect the confidentiality of, confidential information (including know-how) and all other intellectual property rights, in each case whether registered or unregistered and including all applications and rights to apply for and be granted, renewals or extensions of, and rights to claim priority from, such rights and all similar or equivalent rights or forms of protection which subsist or will subsist now or in the future in any part of the world.

Invention: any invention, idea, discovery, development, improvement or innovation, whether or not patentable or capable of registration, and whether or not recorded in any medium.

5. Concerns about improper conduct

Staff should refer to the Whistleblowing Policy if they believe they are being required to act in a way which:

- Is illegal, improper or unethical
- Is in breach of a professional code
- May involve possible maladministration, fraud or misuse of public funds
- Is otherwise inconsistent with this code.

Safeguarding and safer working practice

This section of the Code of Conduct provides guidance for safer working practice and practical advice to staff about which behaviours and actions constitute safe practice and which behaviours should be avoided. It has been produced to help all staff/adults establish the safest possible learning and working environments. The aims are to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

This guidance seeks to ensure that the duty of care towards students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour. The guidance also outlines to staff professional behaviours that are expected during their day-to-day working lives.

This guidance does not replace or take priority over other advice or child protection policies produced by each academy or other sources (including the Local Authority). It is intended to inform and assist each academy and individuals to develop and review their guidelines on safer working practices.

This guidance should be read in conjunction with the following policies and procedures:

- Safeguarding Policy and Child Protection Procedures
- Acceptable Use of ICT (for the workforce)
- Relevant employment policies (as referred to within this policy)
- Educational Trips and Visits Policy
- Relationships, Sex and Health Education Policy
- Teachers' Standards
- Behaviour for Learning Policy
- Data Protection Policy.

Within this guidance the relevant policy is signposted and will be available via the Administration or HR Department within each academy (or central services HR).

All staff will receive Child Protection basic level training where safeguarding practices will be discussed in more detail. All staff will also receive details of the referral procedures specific to their place of work.

1. Underpinning principles

- The welfare of the child is paramount (Children Act 1989).
- Staff are responsible for their own actions, attitudes and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.

- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident which may give rise to concern. Records should be made of any incidents and of decisions made/further actions agreed, in accordance with the academy's policy for keeping and maintaining records.
- Staff should have regards for equal opportunities.
- All staff should know the name of their designated person for child protection and be familiar with the Child Protection Policy and procedures.
- Staff are responsible for reporting any breaches of this guidance, or concerns, to a senior leader, Designated Safeguarding Lead (DSL) or a designated Child Protection Officer.
- Staff are responsible for seeking support, guidance or access to training if they are unsure of any aspect of their professional responsibilities.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the wellbeing and very best outcomes for children and young people in their care. Child protection team and relevant contacts in the trust's academies are:

Trinity Academy Halifax

Designated Safeguarding Lead (DSL)	Stewart Cooke / Jason Kargans
Named CP Officers	Chloe Higgins Darcy Murgatroyd
Senior leader named officers	Stewart Cooke Kate Wilson Jason Kargans
Child Protection Governor	Michelle Audis
Chair of Governors	David Baker
Clerk to Governors	Helen Singleton/Di Alcock

Trinity Academy Bradford

Designated Safeguarding Lead (DSL)	Liam Dyson
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Senior CP Officer	Sara Burniston
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Named CP Officers	Dianne Beswick-Williams Adam Helliwell
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Senior leader named officers	Tom Taylor Liam Dyson
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Child Protection Governor	Maryam Ilyas
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Chair of Governors	David Baker (IEB)
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Clerk to Governors	Helen Singleton
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Trinity Academy Grammar

Designated Safeguarding Lead (DSL)	Paul Hopkins
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Senior CP Officer	Jack Mawson Laura Peacock
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Named CP Officers	Ricki-Leigh Heath Jilly Briggs Richard Coulson Aamina Hussain India Midgley Gemma Fawcett Ella Millar Rebecca Stothers Rachel Stott Rob Swindells
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Senior leader named officers	Liz Fairhurst
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Child Protection Governor	Stephen Baines/Alex Bottomley
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Chair of Governors	Alex Bottomley
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Clerk to Governors	Helen Singleton
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Trinity Academy Cathedral
Designated Safeguarding Lead (DSL)

 Lisa McIntosh
Sam Tipson

Senior CP Officer

Lisa McIntosh

Named CP Officers

 Lisa McIntosh
Karen Scholey
Nicola Harding
Sam Tipson
Craig Colbeck

Senior leader named officers

 Lisa McIntosh
Sam Tipson
Craig Colbeck

Child Protection Governor

Richard Fox

Chair of Governors

Philip Hobday

Clerk to Governors

Helen Singleton

Trinity Academy Leeds
Designated Safeguarding Lead (DSL)

Richard Gouland

Named CP Officers

 Emma O'Hanlon
Kim Kay
Raees Mahmoud
Imogen Bateman
George Taylor
Kirsty Winfield
Claire Spink
Jessica Gater
Jermaine Brown
Kaine O'Hanlon
Ben Travis
Brad Charlesworth
Megan Stewart
Hannah Tyler Graham
Liam Naylor
Steve Lisgo
Richard Berry
Nathanael Harling
Oliver Harrison
Krystyna Pomeroy

Senior leader named officers

Kat Cafferky

	Hannah Collins Richard Goulard
Child Protection Governor	Jeremy Ward
Chair of Governors	Tim White
Clerk to Governors	Helen Singleton

Trinity Academy St Edward's

Designated Safeguarding Lead (DSL)	Sally Fisher
Senior CP Officer (Deputy DSL)	Mark Allen Vicki Gilmore Emily Burton Nikki Waite Laura Pearson
Senior Leader named CP Officers	Mark Allen Sally Fisher Vicki Gilmore Nikki Waite Laura Pearson
Named CP Officers	Emily Burton
Child Protection Governor	Nigel Leeder
Chair of Governors	Nigel Leeder
Clerk to Governors	Lucie Clack

Trinity Sixth Form Academy

Designated Safeguarding Lead (DSL)	Lucy Smith
Senior CP Officer	Zoe Brand
Named CP Officers	Zoe Brand
Senior Leader named officers	Lucy Smith
Child Protection Governor	Liam Dyson
Chair of Governors	Pankaj Kaushik
Clerk to Governors	Helen Singleton

Trinity Academy Akroydon

Designated Safeguarding Lead (DSL)	Emma Brindley
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Deputy Designated Safeguarding Leads (DDSL)	Melanie Crawshaw Jemma Brentley Rebecca Holland
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Senior leader named officers	Emma Brindley Rebecca Holland
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Child Protection Governor	Jackie Tagg
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Chair of Governors	Jackie Tagg
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Clerk to Governors	Danielle Dolan
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Trinity Academy St Chad's

Designated Safeguarding Lead (DSL)	Laura Thompson
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Senior CP Officer	Jill Dobson
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Named CP Officers	Rachel Dawson Jill Dobson Laura Thompson Sallie Painter
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Senior leader named officers	Rachel Dawson Laura Thompson Sallie Painter
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Child Protection Governors	Jo Benn
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Chair of Governors	Kathryn Walker
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Clerk to Governors	Helen Singleton
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Trinity Academy St Peter's

Designated Safeguarding Lead (DSL)	Mathew Brown
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Senior CP Officer	Mathew Brown
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Named CP Officers	Mathew Brown Lydia Greenwood Claire Tetley
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Senior leader named officers	Mathew Brown Lydia Greenwood
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Child Protection Governor	Sue Sutton
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Chair of Governors	Sue Sutton
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Clerk to Governors	Helen Singleton
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Whitehill Community Academy

Designated Safeguarding Lead (DSL)	Chris Kimberley
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Named CP Officers	Chris Kimberley Deb Szefer Jane Ackroyd Sheridan Godridge Hannah Harrison Erica Coupe Jason Boyd
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Child Protection Governor	Adam Helliwell
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Chair of Governors	Dan Furby
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Clerk to Governors	Helen Singleton
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Should a member of staff have concerns or want to raise an allegation against a Principal this should be reported to the relevant academy's Chair of Governors. The Chair is contactable via the Clerk to the Governing Body.

2. Duty of Care

All staff are accountable for the way in which they exercise authority, manage risk, use resources, and protect students from maltreatment and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from harm.

All staff have a responsibility to provide a safe environment in which children can learn.

All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.

All staff then have the responsibility to take appropriate action, working with other services as needed.

This means that adults should:

- Always act, and be seen to act, in the child's best interests
- Take responsibility for their own actions and behaviour
- Refer any situations that cause concern, including those which involve a colleague, family member or friend.

The trust and parents have legitimate expectations about the nature of professional involvement in the lives of students. When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.

3. Exercise of professional judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of children in their charge and in so doing, will be seen to be acting reasonably.

Where no specific guidance exists staff should:

- Discuss the circumstances that informed their action, or their proposed action, with a senior leader or DSL. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.
- Always discuss any misunderstanding, accidents or threats with a senior leader or line manager.
- Always record discussions and actions taken with their justifications.

- Always alert a senior leader where students have tried to engage them in discussions of an inappropriate nature.

4. Power and positions of trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in educational establishments are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student/young person cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

This means that adults should not:

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

5. Sexual contact with young people

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Under section 16 of The Sexual Offences Act 2003, which provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18, where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if she/he does not teach the child.

The sexual activity referred to does not just involve physical contact. Where a person aged 18 or over is in a position of trust with a child under 18, it is illegal for that adult to engage in sexual activity with, or in the presence of, a child, or to cause or incite a child to engage in, or watch, sexual activity. 'Keeping Children Safe in Education' defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening".

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 and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

This means that adults should:

- Not pursue sexual relationships with children and young people either in or out of the academy setting
- Avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative, i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact

Please refer to the Safeguarding Policy and Child Protection Procedures; this area of working practice is governed by statutory law.

6. Propriety and behaviour

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

As a community employer, staff should be aware that their behaviour outside the work environment could compromise their professional position and lead staff, parents or other members of the community to question their ability to safeguard the welfare of students.

This means that adults should not:

- Behave in a manner either in or out of the workplace which would lead any reasonable person to question their suitability to work with children or act as a role model
- Make (or encourage others to make) unprofessional personal comments which demean, offend or humiliate, or might be interpreted as such
- Make sexual remarks to a student (including e-mail, text messages, phone or letter)
- Discuss their own social life, sexual relationships or other inappropriate information on their personal life with, or in the presence of, students
- Discuss a student's sexual relationships in inappropriate settings or contexts
- Allow students to use their first name or nicknames
- Take actions or use behaviours that allow students to believe that they are peers with a member of staff.

To support this, employees should:

- Challenge students when they inappropriately refer to a member of staff
- Challenge students who use nicknames or first names of staff, when addressing or referring to adults
- Maintain professional boundaries with students.

Staff should also be aware of their responsibilities towards role modelling and maintaining a professional image in and around a school, including upholding the standards expected of

students. This includes eating or using a mobile phone around the school (unless in staff areas), carrying hot food, drinking hot drinks in classrooms, and language and literacy standards. Please do not be offended if you are reminded of these expectations.

7. Social contact

Through working in a community academy, it is recognised that students and staff are known to each other socially or through family links.

Staff should be aware of the professional boundaries that should be maintained with students.

Under no circumstances should staff seek to establish social contact with students for the purpose of securing, pursuing or strengthening a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise his/her professional judgement in making a response and be aware that such social contact could be misconstrued as grooming.

All contact with students or young people should be through appropriate channels at all times. All communication must be appropriate, professional and role model appropriate use of communication and language. Any communication outside of agreed professional boundaries may be prone to misinterpretation and as a result could put both the employee and young person at risk.

Staff should not give students their personal details such as home or mobile phone number, personal e-mail address or address information.

Staff should not use any of the above means to contact students, children or young people without the prior and explicit consent of a senior leader. Any member of staff found to be in contact with students or young people through any of the above means, or any other unapproved method, without prior consent, could be subject to disciplinary action.

This means that adults should:

- Always seek approval from a senior leader for any planned social contact with students (for example when it is part of a reward scheme or pastoral care programme)
- Advise senior leaders of any regular social contact they have with a student which may give rise to concern, including family members of a student
- Only contact students via academy agreed channels (academy phones/mobile phone or e-mail address) and must not provide any personal contact details to students
- Challenge students when they do not use their academy email address for submitting work or having other contact with staff
- All e-mail contact should be businesslike and professional
- Report and record any situation which they feel might compromise the academy or their own professional standing.

8. Social networking

Social networking and its development have become an increasingly important feature of modern communication, including in developing educational practice, business links and organisational development.

Trinity Multi-Academy Trust views many aspects of social networking as positive opportunities; however, it is important to recognise the need for staff to act responsibly to ensure that clear expectations around standards and behaviour are maintained.

The expectations around social contact extend to the use of social networking sites (i.e. Facebook, Twitter, Instagram, TikTok). Members of staff must not have any contact with students on such sites and staff must not add students, children or young people as friends or respond to requests for friendship/links/contact from children if asked. If a member of staff suspects that an existing friend is a student, child or young person, they should take reasonable steps to check the identity of the individual and end the friendship.

The trust understands that many employees will have social media/networking accounts and have provided more detailed information on expectations around social media in Appendix A.

Employees who access a social media account as part of their role should refer to the policy 'Acceptable Use of ICT (for the workforce)'.

9. Use of personal technology/equipment

The use of any personal equipment in school, particularly within working hours, should always be with the prior permission of a senior leader. This is to comply with health and safety regulations and to support employees to comply with acceptable use and IT policies.

Mobiles should only be accessed and used in staff areas and must not be carried around (unless required for work purposes and agreed by a senior leader). Photograph or video images must be created using equipment provided by the trust (see section 24). It is not acceptable to record images of students on personal equipment such as personal cameras, mobile phones or video cameras without prior consent. If consent has been given for staff to use personal devices to take images of pupils, these should be deleted immediately once uploaded to the agreed medium/location.

Members of staff creating or storing images of students using personal equipment without prior consent may be subject to disciplinary action. This means adults should:

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- Ensure that a senior leader has agreed for photography/image equipment being used and for what purpose
- Ensure that all images are available for scrutiny in order to screen for acceptability
- Avoid making images in one-to-one situations

- Not take, display or distribute images of students unless they have consent to do so as detailed on the academy Management Information System.

Use of personal mobile devices is strictly prohibited in Early Years settings and should not be taken into classroom or nursery areas.

10. Dress and appearance

All staff working for the trust are expected to present a high standard of dress, appearance and hygiene. All staff should ensure that the trust's professional image and reputation are maintained and that we project a professional image to parents, stakeholders, visitors and external agencies. Most importantly, we must ensure that positive role models are presented to students.

It is recognised that a person's dress and appearance are matters of personal choice and self-expression, however, staff should be aware that should their interpretation of the dress and appearance standards fall below expectation, then they may be given advice as to what is considered appropriate.

In all cases staff should be aware that if they dress, or appear, in a manner which could be considered as inappropriate, this could render themselves vulnerable to criticism or allegation, therefore any advice provided is intended to support individuals.

As part of this professional image staff are reminded that food and hot drinks should not be consumed in classrooms.

The trust has in place a Dress Code which is in Appendix B of this document.

11. Identity badges

All staff and Governors have photographic ID badges and appropriate lanyards. These badges must be worn at all times during the working day. ID badges may also provide access to door entry and exit, and to access photocopying. ID badges must not be shared with a student.

Sixth Form/Post 16 students have photographic ID badges and lanyards. These badges must be worn at all times throughout the academy day.

Anyone without an ID badge should be challenged in accordance with trust procedures and, where required, advice should be sought from a senior leader.

12. Visitors

All visitors to each academy will be required to sign in. There are different types of visitor badges, depending on the level of access the visitor has to students, the frequency of their visit

and, if appropriate, vetting checks have been undertaken and recorded on the academy's Single Central Record.

Your visitor is your responsibility and you are expected to escort them to your class or meeting room from reception and then return them to the reception area so they can sign out and return their badge. As a general rule, visitors should not be left unaccompanied when visiting an academy.

Please note arrangements for visitors are both a safeguarding and health and safety (fire evacuation) requirement. Please refer to the Safeguarding Procedures (Visitors and Volunteers) or guidance that is relevant to your place of work.

13. Consumption of alcohol

The trust has a strict 'no alcohol' rule for any staff who are supervising students; this includes taking part in educational visits, reward trips, after school or residential trips. The 'no alcohol' rule extends to evening events, award ceremonies and events, such as the leavers Prom.

Under no circumstances should staff involved in supervising or supporting an academy event consume alcohol. This includes trips where students who are over 18 may be taking part.

There may be evening events where alcohol is served to guests, VIPs or as part of the price of a ticket (e.g. to a performance), however the decision on whether alcohol can be served lies with the Principal. Staff are not permitted to make a decision on the serving of alcohol.

14. Educational visits and after school clubs

Staff should take particular care when supervising students in the less formal atmosphere of a residential setting or after school activity.

During activities that take place off an academy site or out of school hours, a more relaxed discipline or informal dress and language code may be adopted from those accepted in the usual academy day. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Students, staff and parents should be informed of these prior to the start of the trip.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity. Staff must be aware of and follow guidance.

This means that adults should:

- Always have another adult present for out of school activities, unless otherwise agreed with senior academy staff

- Undertake a risk assessment
- Have parental consent to the activity
- Ensure that their behaviour remains professional at all times
- Report any concerns or incidents that have occurred off-site or after academy hours to the DSL or another senior leader as soon as possible
- Respect the 'no alcohol' rule.

Staff should refer to the academy's policy Educational Trips and Visits Policy.

15. Physical contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, such as a student in distress, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may, in some circumstances, be inappropriate. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact may occur, most often with younger students. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child. Staff should use their professional judgement at all times.

If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be referred to the DSL, a senior leader or a Designated Child Protection Officer, as soon as possible and, if appropriate, a copy placed on the child's file.

Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in P.E. or 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 inform the child of their intentions before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and - so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children may seek out inappropriate physical contact. In such circumstances, staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

This means that adults should:

- Be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- Never touch a child in a way which may be considered indecent
- Always be prepared to explain actions and accept that all physical contact be open to scrutiny
- Never indulge in horseplay, tickling or fun fights.

This means each academy will:

- Ensure systems are in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior management
- Provide staff, on a "need to know" basis, with relevant information about vulnerable students in their care
- Make staff aware of the statutory guidance in respect of physical contact with students and meeting medical needs of children and young people in the academy.

Please refer to the Behaviour for Learning Policy.

16. Physical Education and other activities that require physical contact

Some staff, for example, those who teach PE and games or who offer music tuition will, on occasions, have to initiate physical contact with students in order to support a child 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 and explained as part of the lesson plan.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

This means that adults should:

- Consider alternatives where it is anticipated that a student might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable student in the demonstration
- Be familiar with and follow recommended Department for Education guidance
- Always explain to a student the reason why contact is necessary and what form that contact will take.

17. Showers and changing

Young people 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 young people, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Staff should ensure they follow agreed guidelines and be mindful of the needs of the students.

This means that adults should:

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour where there are changing rooms
- Announce their intention of entering
- Avoid remaining in the room unless student needs require it.

This means that adults should not:

- Change in the same place as children
- Shower with children.

18. Transporting students

In certain situations, e.g. out of school activities, staff or volunteers may agree to transport children. Students and young people should only be transported in a private vehicle by a member of staff who is insured for business purposes.

Staff who regularly transport students as part of their role are required to provide relevant documentation to satisfy the academy of their driving competency and they should ensure that their vehicle is roadworthy and that the maximum capacity is not exceeded. Staff who use their private vehicle to transport students should travel with one other adult for the safety of themselves and students. Only in exceptional circumstances should staff travel on their own with a student (e.g. where there is a risk to the safety of the student).

Wherever possible and practicable, transporting students should be by using the academy minibuses/vehicle with one adult additional to the driver acting as an escort. (Please refer to the Health and Safety Policy for minibus arrangements).

Generally, when using private vehicles there should be two members of staff present. When this is not possible, a senior leader must be made aware and ideally, this will have been risk assessed to minimise any risks to the member of staff and the child(ren).

This means that adults should:

- Plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements
- Ensure where possible that they are not alone with a child
- Be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer
- Report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures
- Ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety
- Take into account any specific needs that the child may have
- Ensure that appropriate seat restraints are used on all journeys.

Please refer to specific off-site or trips policies and procedures in place at your academy for further information.

19. One-to-One situations

Staff working in one-to-one situations with children and young people may be more vulnerable to allegations. All staff should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and students are met.

The trust needs to consider these issues in drawing up its policies and offer clear training and guidance for the use of any areas of the academy which place staff or children in vulnerable situations, e.g. photographic darkrooms, counselling rooms, detentions. This applies to any other activities which involve one-to-one situations.

Academy leaders and line managers should undertake a risk assessment in relation to the nature and implications of one-to-one working. Any arrangements should be reviewed on a regular basis. It may be necessary to amend these to take account of particular student needs.

Meetings with students away from academy premises should not be permitted unless approval is obtained from their parent and the Principal or other senior leaders with delegated authority.

This means that adults should:

- Avoid meetings with students in remote, secluded areas of the site
- Ensure there is visual access and/or an open door in one-to-one situations
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by
- Avoid use of 'engaged' or equivalent signs wherever possible; such signs may create an opportunity for secrecy or the impression of secrecy

- Always report any situation where a child becomes distressed or angry to a senior leader
- Consider the needs and circumstances of the child/children involved.

20. Home Visits

All work with pupils and parents/carers will normally be undertaken on school premises. However, there may be occasions where it is necessary to make a home visit and appropriate policies and risk assessments should be in place to safeguard both pupils and staff.

A risk assessment should be carried out prior to any home visit and this should include an evaluation of any known factors regarding the pupil, parents/carers and any other persons living in the household.

Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made (such as a history of hostility or behavioural issues, or previous submission of a complaint etc).

Appropriate risk management measures should be put in place prior to the visit. If insufficient information is available, visits should not be undertaken alone.

This means that staff should always:

- Agree the purpose of any home visit with their manager
- Adhere to the risk management assessment/strategies
- Avoid unannounced visits wherever possible
- Ensure that there is visual access and/or an open door in one-to-one situations
- Ensure that any behaviour or situation giving rise to concern is discussed with their manager.

21. Morning and after school duty

Some teaching and pastoral staff are required to supervise the entrance and bus stop areas to ensure that students enter the academy safely and wait safely for their transport home.

This means that adults should:

- Advise students to use the designated pelican crossings
- Move on any waiting cars or vehicles near the entrance
- Keep the areas clear of traffic, wherever possible

- At the bus area, wait with students, ensuring they wait on the pavement and behind the queue barriers
- Have a radio to ensure they can contact colleagues in an emergency.

22. First aid and administration of medication

Each academy will have an adequate number of trained first aiders/appointed persons. Staff may volunteer to undertake this task, or it may be a contractual requirement. Staff should receive appropriate training before administering first aid or medication.

Students may need medication during academy hours. In circumstances where children need medication regularly a healthcare plan should be drawn up to ensure the safety and protection of students and staff. With the permission of parents, the children should be encouraged to administer the medication themselves. Medication should only be administered by appropriate staff.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a student, this should be discussed with the Welfare Officer (or equivalent) at the earliest opportunity.

Please refer to the Health and Safety Policy and/or the Supporting Students with Medical Conditions Policy.

23. Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. Dependent on age, level of maturity and ability, assistance may be required. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Where students are in need of intimate care this assistance should be sought from the academy's SENCO or Welfare Officer (or equivalent).

24. Curriculum

Some areas of the curriculum can include or raise subject matter which is sexually explicit or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted. The lesson plan should highlight particular areas of risk and sensitivity.

This means that adults should not:

- Enter into or encourage inappropriate or offensive discussion about sexual activity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the Governing Body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

Please refer to the Relationships, Sex and Health Education Policy or the senior leader responsible for the curriculum.

25. Photography, media and other creative arts

Many academy activities involve recording images. These may be undertaken as part of the curriculum, extra school activities for publicity or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable students who may be unable to question why or how the activities are taking place.

Children who have been previously abused in this way may feel threatened by the use of photography or filming. Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.

Using images of children for publicity purposes requires the age-appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to an academy have access.

This means that adults should:

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- Ensure that the appropriate senior leader is aware that photography/image equipment is being used and for what purpose
- Ensure that all images are available for scrutiny in order to screen for acceptability
- Be able to justify images of children in their possession
- Avoid making images in one-to-one situations.

This means that adults must not: take, display or distribute images of children unless they have consent to do so.

It is recommended that when using a photograph, the following guidance should be followed:

- If the photograph is used, avoid naming the student
- If the student is named, avoid using their photograph
- The academy should establish whether the image will be retained for further use
- Images should be securely stored and used only by those authorised to do so.

Please refer to the Safeguarding Policy and Child Protection Procedures, appropriate schemes of work or the Office/Administration Manager for consent information.

26. Infatuations

Staff need to be aware that it is not uncommon for students to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

This means that adults should report any indications (verbal, written or physical) that suggest a student may be infatuated to the DSL, Deputy DSL, a senior leader or other Designated Child Protection Officer.

A member of staff who becomes aware that a student may be infatuated with themselves or a colleague should discuss this at the earliest opportunity with a senior leader so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

27. Gifts

It is against the law for public servants (staff or Governors) to take bribes. Staff need to take care that they do not accept any gift that might be construed as a bribe by others or lead the giver to expect preferential treatment.

This means that adults should:

- Ensure that gifts received or given in situations which may be misconstrued or unlawful are declared.
- Generally, only give gifts to an individual young person as part of an agreed reward system.

- Where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally.
- Staff should not give personal gifts to students without the consent of a senior leader. This will avoid the gesture being misinterpreted as a gesture to bribe, or single out a young person.

There are occasions when children or parents wish to pass small tokens of appreciation to staff, 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.

Please refer to the Gifts and Hospitality Policy.

28. Internet Use

The trust has clear policies about access to and the use of the Internet and other forms of technology.

Staff and users should not share logins or password information with others and. Staff must not access inappropriate images whilst using trust IT equipment or resources. Accessing child pornography or indecent images of children on the Internet and making, storing or disseminating such material is illegal and if proven will invariably lead to the individual being barred from working with children and young people.

Using trust equipment to access inappropriate or indecent material, including adult pornography, will give cause for concern particularly if as a result, students might be exposed to inappropriate or indecent material and may lead to disciplinary action.

Please refer to the Acceptable Use of ICT (for the workforce).

29. Sharing concerns and recording incidents

All staff should be aware of the trust Safeguarding Policy and Child Protection Procedures and any academy-specific child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association.

This means that adults:

- Should be familiar with systems for reporting concerns in their workplace(s)
- Should take responsibility for reporting or recording any incident and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in an academy or workplace.

In the event of an incident occurring which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior management.

Each academy has an effective, transparent and accessible system for recording and managing concerns raised by any individual in, or associated with, the academy.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with students so that appropriate support can be provided, or action can be taken.

Please refer to the academy's Safeguarding Policy and Child Protection Procedures or the Managing Allegations Against Staff Policy for further information, or speak to the DSL.

Social Networking

Social networking are websites which allow people to interact with each other in some way. Information, opinions, knowledge and interests can be shared. Examples of social networking sites include:

- Facebook
- Twitter
- LinkedIn
- Instagram
- TikTok

Other examples include blogs, message boards, photo/video sharing sites and microblogging services. This list is not exhaustive and demonstrates the range of websites and forums where contact with others can be made.

Recent media and legal cases have shown, where adults use these sites to gain access to young people with the intention of causing harm, this has resulted in criminal prosecution, prohibitions on working with young people, and/or a dismissal from employment.

Trinity Multi-Academy Trust wants to ensure that all staff minimise the risk of misplaced or malicious allegations caused by social media contact. Leaders also want to ensure that any employees are clear on the principles of acceptable social networking usage.

Below are a list of expectations for staff that use, or have, a social networking site(s):

- Accessing social networking sites during working hours is not permitted and access is only permitted during agreed breaks (unless required as part of the employee's job role).
- Accessing social networking sites in and around the academy is not permitted. Access is only permitted in the staff room or offices.
- Any contact with a student on a personal social networking page is prohibited. If an employee has an existing contact with a student, it is recommended this is ended once employment commences and/or a senior leader be made aware.
- All employees should review the security and confidentiality settings for their page/profile. The ICT team can advise where required.
- All employees are encouraged, once they have joined the trust, to ensure that information available about them publicly is accurate and appropriate (e.g. photographs).
- Any offensive or derogatory personal views shared about the trust, an academy, students or staff will be treated as unprofessional and bringing the organisation into disrepute.
- Any personal views expressed that promote illegal or offensive behaviour should be avoided.

- Any confidential information about the trust, an academy, students or staff released (intentional or otherwise) will be treated as a breach of confidentiality.
- Where an individual chooses to express their opinion on educational issues, caution should be exercised to ensure these comments do not conflict with these expectations.
- Use of an academy e-mail address, contact number or logo is prohibited in personal posts.
- Caution should be taken when making 'friends' or links with ex-students as many friendship groups include current and ex-students. Contact with ex-students could be construed as grooming or lead to allegations of improper conduct from when the student was attending the academy. In addition, personal information may inadvertently be shared with current students.
- All employees have a responsibility to report any unsuitable or illegal material uncovered relating to social networking activities of a colleague, co-worker or other known adult working with young people.

It is recognised that personal access to social networking sites outside the work environment is at the discretion of the individual however, members of staff should consider their use of social networks as they take on the responsibilities of a professional, taking particular care to secure personal information and ensure their use of such networking sites is respectable and appropriate at all times.

Secure and suitable strength passwords should be devised in accordance with the Acceptable Use of ICT (for the workforce) Policy and security settings should be applied so access to your profile and the information contained is limited to those explicitly given access.

Staff must give careful consideration as to what information is published on personal profiles on social networking sites and other internet posting forums. For example, information which is confidential or could put others at risk should not be posted on such public domains, and careful consideration should be given whether to identify your employer, place of work or job role.

If the material you post or display is considered inappropriate or could be considered to bring the academy or your profession into disrepute, disciplinary action may be considered.

Dress Code

Staff are required to be role models to students and, as such, are required to set a good example. We expect students to wear a smart uniform and this standard of dress is expected of all staff. To dress professionally shows pride, effort, and respect for yourself, your profession and our students.

The staff dress code is formal rather than casual. All staff are required to dress in a smart, clean, well-groomed and business-like manner and maintain a good standard of personal hygiene whilst at work.

This Dress Code Policy is designed to provide clear guidelines for staff on what is considered appropriate dress and to ensure that the dress code does not unfairly impact any individual based on protected characteristics under the Equalities Act 2010, such as those with disabilities, religious beliefs, or gender identities. As such, reasonable adjustments may need to be made to accommodate individual needs.

The Dress Code Policy will be communicated to all teaching and support staff and reinforced through regular reminders from senior staff. Any issues related to the dress code will be handled on a case-by-case basis in accordance with the school's policies on discrimination and equalities. If a staff member repeatedly fails to comply with the dress code it may result in disciplinary action.

All staff are expected to comply with this policy at all times when on school premises or representing the school.

General Principles:

- Clothing should be professional and appropriate for the working environment. This includes business attire such as business suits, blazers and jackets, shirts with ties, blouses or professional tops, skirts, or dresses. Trousers may be full length or $\frac{3}{4}$ length. PE staff are expected to wear suitable sportswear. Shorts are considered to be casual wear and only suitable for staff teaching PE.
- Staff should ensure that they are dressed decently. Clothing must not be ill fitting, revealing or see-through.
- Staff must avoid wearing clothing with discriminatory slogans or imagery. This includes clothing that may be offensive or discriminatory towards particular genders, races, religions or sexual orientations.
- Footwear should be sensible for the working environment. Casual footwear, such as flip flops and trainers (except for PE staff), are not permitted. Where heels are worn, this must be a sensible heel, such as a court shoe. Stiletto heels are not acceptable.
- Staff may wear religious dress or headwear if it is required by their religion, noting the requirement to comply with health and safety requirements for the working environment.

- Tattoos must be covered; piercings must be appropriate and comply with health and safety rules of the working environment.

Uniforms and protective clothing

Where uniforms and/or protective clothing are provided staff must ensure that they wear their uniforms/clothing and name badges during working hours, unless otherwise advised by their manager.

Uniforms and protective clothing remain the property of the trust and loss or damage must be reported as soon as possible.

INSET, school trips and academy holidays

As an exception to the formal business dress requirements the dress code is relaxed on working days where students are not present. Unless otherwise advised, a casual dress code can be adopted for INSET days and academy holidays.

Generally, a casual code of dress is also acceptable when supporting school trips. Where a dress code is required, this will be advised by the trip leader (e.g. a seminar or public speaking event).

Staff are reminded that a level of professionalism and decency is always required.