Bidborough Church of England Primary School

Faith in Our Future

Code of Conduct

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Faith in Our Future

Matthew 13:31-32 – The Kingdom of heaven is like a mustard seed…Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.

Our life together at Bidborough Church of England Primary School is rooted in Christ's words describing how a little faith can make all things possible. With the values of love, hope, forgiveness, courage and koinonia underpinning all that we do, we seek to prepare all to step out into the world reflecting God's love for one another. With 'Faith in Our Future' we encourage all to:

- *Grow confidently, as a responsible, life-long learner*
- *Achieve highly, not only in academic areas but in their own personal goals*
- *Contribute successfully, as a member of the wider community*
- *Enjoy life, feeling prepared for every stage of life's journey*

Code of Conduct

STAFF CODE OF CONDUCT

This Code of Conduct applies to all adults working on behalf of Bidborough Church of England Primary School, including employees, governors, volunteers, students, agency staff, contractors and visitors. It should be read alongside:

- Keeping Children Safe in Education (KCSIE) 2026;
- Working Together to Safeguard Children 2026;
- The School's Child Protection and Safeguarding Policy;
- Online Safety Policy;
- Acceptable Use Policies;
- Behaviour Policy;
- Whistleblowing Policy;
- Data Protection Policy;
- Artificial Intelligence (AI) Policy;
- Staff Disciplinary Procedures.

The purpose of this Code is to:

- safeguard pupils and adults;
- promote safe, responsible and professional conduct;
- protect staff from misunderstandings and allegations;
- help maintain a culture of vigilance, openness and accountability.

All adults have a responsibility to safeguard and promote the welfare of children and to maintain public confidence in the profession both inside and outside of work.

DUTY OF CARE

All adults should:

- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, to safeguard and promote the welfare of children, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour
- foster a culture of openness and support
- ensure that systems are in place for concerns to be raised, acknowledging that invented/malicious allegations are extremely rare.
- ensure that effective recording systems are in place which confirm discussions, decisions and the outcomes of any actions taken.
- ensure that staff are not placed in situations which render them particularly vulnerable
- ensure that all staff are aware of expectations, policies and procedures
- report any behaviour by colleagues that raises concerns regardless of source
- treat colleagues and visitors with dignity and respect and not behave in any way that might be interpreted as bullying or sexual harassment.

LOW-LEVEL CONCERNS

The school promotes a culture in which concerns about adults working with children are identified and shared openly and promptly.

A low-level concern is any concern, no matter how small, about an adult's behaviour which:

- is inconsistent with this Code of Conduct;
- may appear inappropriate;
- could be misinterpreted;
- may indicate a pattern of concerning behaviour.

All adults should:

- report low-level concerns promptly to the Headteacher;
- self-report where their own behaviour may have been misinterpreted;
- support a culture of openness and transparency;
- understand that sharing concerns protects both children and staff.

Low-level concerns will be recorded and managed in accordance with school safeguarding procedures.

PROFESSIONAL BOUNDARIES

All adults should:

- maintain professional relationships with pupils at all times;
- avoid favouritism or the appearance of favouritism;
- ensure interactions with pupils are appropriate, transparent and capable of justification;
- not share personal information with pupils beyond what is professionally necessary;
- not seek emotional dependency from pupils;
- immediately report any situation where professional boundaries may have become blurred.

All adults must not:

- form inappropriate personal relationships with pupils;
- exchange personal gifts, money or loans with pupils;
- communicate with pupils through private channels.

SAFEGUARDING RESPONSIBILITIES

All adults should:

- Place the welfare of children at the centre of all decisions.
- Read and comply with safeguarding policies and procedures.
- Exercise professional curiosity and respectfully question information or explanations where concerns about a child's welfare remain.
- Maintain an attitude of "it could happen here" when considering safeguarding concerns.
- Understand that safeguarding incidents can occur both online and offline.
- Immediately report any safeguarding concern to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Understand that children can abuse other children and that child-on-child abuse may occur online and offline.

- Never dismiss harmful behaviour as banter, teasing, part of growing up or horseplay.
- Challenge inappropriate language, discriminatory behaviour, prejudice, bullying, misogyny, misandry, harassment or abuse whenever it occurs.
- Understand that online safety forms part of safeguarding responsibilities.

CONFIDENTIALITY

All adults should:

- be clear about when information can be shared and in what circumstances it is appropriate to do so
- treat information they receive about pupils in a discreet and confidential manner
- seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
- know to whom any concerns or allegations should be reported, knowing the name of the DSL and be
  familiar with child protection as well as bullying and harassment procedures.
- always discuss any misunderstandings, accidents or threats with the Headteacher or DSL
- ensure that, where personal information is recorded using modern technologies, that systems and devices are kept secure

DATA PROTECTION AND INFORMATION SECURITY

All adults should:

- comply with UK GDPR and Data Protection legislation;
- only access information required for their role;
- share information on a need-to-know basis;
- securely dispose of confidential information;
- immediately report suspected data breaches.

POWER AND POSITIONS OF TRUST

All adults should not:

- use their position to gain access to information for their own or others' advantage and/or a pupil or family's detriment
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine pupils, colleagues or visitors.
- use their status and standing to form or promote relationships with pupils or colleagues which are of a sexual nature, or which may become so.

PROPRIETY AND BEHAVIOUR

All adults should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with
  children or act as an appropriate role model.
- make, or encourage others to make sexual remarks to, or about, a pupil or colleague.

- use inappropriate language to or in the presence of pupils, colleagues or visitors.
- make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

All adults should:

- be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives may impact upon their work with pupils and their colleagues.
- follow any codes of conduct deemed appropriate by their school both in and outside of school.
- be mindful of the need to maintain professional boundaries both in and outside of school.
- refrain from asking pupils to undertake personal jobs or errands both in and out of school.

EQUALITY, DIGNITY AND RESPECT

All adults should:

- promote equality, inclusion and respect;
- challenge discriminatory language and behaviour;
- treat pupils, parents, colleagues and visitors fairly;
- respect protected characteristics under the Equality Act 2010;
- create an environment where every individual feels valued and safe.

All adults must not:

- engage in discriminatory, racist, sexist, homophobic, bi-phobic, transphobic or otherwise prejudicial behaviour.

PERSONAL DEVICES

Personal mobile phones, smart watches and devices capable of recording images, audio or video must be used in accordance with school safeguarding procedures and EYFS requirements. This also means:

All adults should:

- keep personal devices secure;
- ensure personal devices are not used to photograph, film or record pupils.

All adults must not:

- store school information on personal devices unless authorised;
- use personal devices where prohibited by safeguarding or EYFS requirements.

DRESS AND APPEARANCE

All adults should wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory

- and is culturally sensitive
- is compliant with professional standards

GIFTS, REWARDS, FAVOURITISM AND EXCLUSION

All adults should:

- be aware of the school's policy in rewarding positive behaviour
- ensure that gifts received or given in situations which may be misconstrued are declared and recorded
- only give gifts to a pupil 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 pupils equally
- ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils, parents or colleagues.

BEHAVIOUR MANAGEMENT

All adults should:

- not use force as a form of punishment, unless part of agreed positive handling.
- try to defuse situations before they escalate
- keep parents informed of any sanctions or behaviour management techniques used
- be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour
- follow the school's behaviour management policy, using physical intervention only where necessary, using minimum force for the shortest time needed.
- avoid shouting at children other than as a warning in an emergency/safety situation

INFATUATIONS AND 'CRUSHES'

All adults should:

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.

SEXUAL CONDUCT

All adults should:

- not have any form of sexual contact with a pupil from the school or setting
- avoid any form of touch which is, or may be considered to be, indecent
- not discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role
- Avoid any comments, actions or behaviours with colleagues that could be interpreted as bullying or sexual harassment, both in and outside of school and on social media.

ONLINE INTERACTION WITH CHILDREN

This means that schools/services should:

- have in place an Acceptable Use policy (AUP)
- continually review online safety procedures in the light of new and emerging technologies
- have a communication policy which specifies acceptable and permissible modes of communication

This means that adults should:

- maintain professional boundaries across all digital platforms.
- recognise that conduct online may affect professional suitability to work with children.
- exercise professional judgement when participating in online discussions.

All adults must not:

- communicate with pupils through personal social media accounts, gaming platforms, messaging services or personal email addresses.
- engage with pupils through private online groups unrelated to school activity.
- share confidential school information via personal platforms.

ARTIFICIAL INTELLIGENCE (AI) AND EMERGING TECHNOLOGIES

All adults should:

- use AI tools professionally, responsibly and in accordance with school policies;
- only use AI platforms approved by the school where required for work purposes;
- exercise professional judgement when using AI-generated content;
- recognise that AI-generated content may be inaccurate, misleading or biased;
- ensure any AI-generated material used professionally is checked for accuracy and suitability;
- report concerns relating to AI-generated abuse, grooming, exploitation, harassment, bullying, deepfakes or synthetic media.

All adults must not:

- enter confidential, safeguarding, medical or personal information relating to pupils, parents or staff into unauthorised AI systems;
- upload pupil images to AI systems unless specifically approved by the school and compliant with data protection requirements;
- create, share or distribute manipulated or AI-generated content involving pupils or colleagues.

CYBER SECURITY

All adults should:

- maintain secure passwords and account security;
- use multi-factor authentication where available;
- safeguard school devices and data;
- remain vigilant to phishing, scams and social engineering attacks;
- lock devices when unattended;
- report suspected cyber incidents, malware, data breaches or unauthorised access immediately.

All adults must not:

- share passwords;
- allow others to use their accounts;
- intentionally circumvent security measures.

FILTERING AND MONITORING

All adults should understand that:

- school systems, networks and devices are filtered and monitored;
- filtering and monitoring support safeguarding, cyber security and compliance;
- monitoring may be undertaken where concerns arise regarding safeguarding or misuse.

All adults must:

- comply with filtering and monitoring expectations;
- not attempt to bypass, disable or interfere with filtering or monitoring systems;
- report concerns identified through monitoring processes.

ONE-TO-ONE SITUATIONS

Adults should:

- ensure that wherever possible, there is visual access and/or an open door in one to one situations
- avoid use of 'engaged' or equivalent signs wherever possible
- always report any situation where a pupil becomes distressed or angry

COMMUNICATION WITH PARENTS

Adults should:

- use agreed methods for communication, e.g. school telephones, school email address, Arbor, for all professional purposes.
- Regard any emails sent from school as being on school headed paper
- Ensure communication remains professional in tone. Whilst friendly comments can help to build relationships, staff must be careful that comments could not be misconstrued as inappropriate.

PHYSICAL CONTACT

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils, this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.

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 pupil in a way which may be considered indecent
- always be prepared to report and explain actions and accept that all physical contact be open to scrutiny.
- not indulge in horseplay or fun fights

- always allow and encourage pupils, where able, to undertake self-care tasks independently.
- always explain to a pupil the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- seek consent of parents where a pupil is unable to give this e.g. because of a disability
- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact
- conduct activities where they can be seen by others
- be particularly mindful of recording any incident involving restrictive physical intervention.
- only use reasonable force where lawful, proportionate, necessary and in accordance with school policy.

INTIMATE/PERSONAL CARE AND FIRST AID

Written care plans will be in place for any pupil who could be expected to require intimate care, after consultation with pupils and parents.

All adults should:

- adhere to care plans
- make other staff aware of the task being undertaken
- always explain to the pupil what is happening before a care procedure begins
- consult with colleagues where any variation from the agreed care plan is necessary, recording the justification and sharing this information with parents
- avoid any visually intrusive behaviour
- always consider the supervision needs of the pupils and only remain in the room where their needs require this.
- make a record of all medications administered using Arbor.

Adults should not:

- Change or toilet in the presence or sight of pupils
- Assist with intimate or personal care tasks which the pupil is able to undertake independently.

SOCIAL CONTACT

This means that adults should:

- have no secret social contact with pupils or their parents
- consider the appropriateness of the social contact according to their role and nature of their work
- advise senior management of any regular social contact they have with a child or a parent with whom they work, which may give rise to concern
- report and record any situation, which may place a child at risk or which may compromise the school or their own professional standing
- refrain from sending personal communication unless agreed with senior management
- receipt of gifts outside of usual occasions should be disclosed
- inform the headteacher of any relationship with a parent where this extends beyond the usual parent/professional relationship
- inform the headteacher of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring
- understand that some communications may be called into question and need to be justified.
- Ensure use of social communication between staff members/colleagues remains appropriate and professional in tone at all times.

- notify the Headteacher if any pre-existing or developing relationship may result in an actual, perceived or potential conflict of interest.
- not seek friendships with current pupils or former pupils who are under 18 through social media or private communication channels.

HOME VISITS

Adults should:

- agree the purpose for any home visit with the headteacher
- adhere to agreed risk management strategies
- avoid unannounced visits wherever possible
- always make detailed records including times of arrival and departure
- ensure any behaviour or situation which gives rise to concern is discussed with the headteacher.
- whenever possible, undertake home visits with another colleague.
- where lone working becomes unavoidable, staff must complete an appropriate risk assessment and follow agreed lone-working procedures.

TRANSPORTING PUPILS

In rare situations, staff may offer to transport pupils as part of their work. Staff should not offer lifts to pupils unless this has been agreed by the Headteacher.

Adults should:

- plan and agree arrangements with all parties in advance
- take into account any specific or additional needs of the pupil
- have an appropriate licence and insurance for the vehicle
- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement/ability to drive
- be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified.

PHOTOGRAPHY AND VIDEO

Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and wellbeing of pupils.

This means that adults should:

- adhere to the school policy for image use
- only take images where the pupil (and adult) is happy for them to do so
- store images in an appropriate secure place in the school (e.g. Storage area on the server)
- use only equipment provided or authorised by the school
- be clear about the purpose of the activity and about what will happen to the images when the activity is concluded.
- be able to justify images of children (and adults) in their possession
- immediately report concerns relating to image-based abuse, indecent imagery, deepfakes or manipulated content involving pupils.

- avoid making images in one-to-one situations or which show a single child with no surrounding context
- always ensure that they have parental permission
- ensure that children cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children are age appropriate
- report any accidental loss, disclosure or sharing of images immediately.
- comply with parental consent arrangements and school image-use procedures.

Adults should not:

- upload images to personal cloud storage.
- upload images to AI image-generation platforms unless explicitly authorised
- take images of pupils or adults for their own personal use
- take images of children or adults using personal equipment, especially mobile phones
- take images of children or adults in a state of undress or semi-undress
- take images which could be considered as indecent or sexual

WHISTLEBLOWING, REPORTING CONCERNS AND PROFESSIONAL ACCOUNTABILITY

All adults have a responsibility to report concerns about the conduct of others.

Concerns may include:

- safeguarding concerns;
- allegations that meet the harm threshold;
- low-level concerns;
- breaches of this Code of Conduct;
- discriminatory behaviour;
- bullying or harassment;
- misuse of technology;
- cyber security concerns;
- behaviour that could undermine confidence in the school's safeguarding culture.

Adults should:

- report concerns immediately;
- cooperate fully with safeguarding investigations;
- maintain confidentiality during any investigation;
- support a culture where concerns can be raised without fear of reprisal.

Staff should understand that serious misconduct may result in referral to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA), professional regulators, police or other relevant agencies where appropriate.

PROFESSIONAL SUPPORT

All adults should:

- seek advice where they are uncertain about professional boundaries or safeguarding responsibilities;
- discuss concerns with the Headteacher, DSL or line manager at an early stage;
- access support where personal circumstances may affect professional effectiveness or wellbeing.