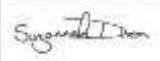





# Comper Nursery School Code of Conduct 2023-2024

<b>Updated:</b>	October 2023	
<b>Review:</b>	October 2024	
<b>Signed CoG</b>		Date: Nov 2023
<b>Print CoG</b>	Suzy Dixon	Date: Nov 2023
<b>Signed HT</b>		Date: Nov 2023
<b>Print HT</b>	CATHERINE KING	Date: Nov 2023



## 1. Purpose and principles

This Code of Conduct aims to establish a set of principles which underpin the expected conduct of staff at Comper Nursery School with the intention of encouraging staff to achieve the highest standards of conduct at work and of minimising the risk of improper conduct occurring.

**The school requires that all staff have read and comply with the Code of Conduct.**

Where clarification is needed on any aspect of this document, this should be sought from the Headteacher.

Breach or failure to observe the provisions of this document may lead to action being taken under the school disciplinary procedure located on file in the school office and available to all staff.

The Code of Conduct is not exhaustive in defining acceptable and unacceptable standards of conduct and behaviour. In circumstances where guidance does not exist individuals are expected to use their professional judgement and act in the best interests of the school and its pupils.

## 2. Scope

The Code of Conduct applies to all members of staff, including teaching and support staff; volunteers, including governors; casual workers; temporary and supply staff, either from agencies or engaged directly; student placements, including those undertaking initial teacher training, and apprentices.

References to 'staff' throughout the Code of Conduct refer to all the above groups. Any links within this document to other documents are for ease of use and do not form part of this Code of Conduct.

The Code of Conduct exists in addition to Oxfordshire County Council's Local Government Code of Conduct:

<https://www.oxfordshire.gov.uk/sites/default/files/file/constitution/part9-1memberscodeofconductincludinggeneralprinciples.pdf>

## 3. Professional standards at work

Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. The school expects staff to treat each other, pupils, parents and the wider school community with dignity and respect always.

- We will embrace and celebrate the diversity of our school community.
- We will always assume good intent.
- We always strive to work collaboratively and inclusively with each other promoting the ethos of teamwork across the school.



- We take a solution focused approach to problems we might face at work and seek to resolve them positively and constructively with the team and the children at the heart of our decision making.
- We will always talk calmly to one another, the parents, and the children, without using raised voices.
- We will always use polite language and never name call or undermine someone.
- We will ensure that we give each other enough personal space (physical distance when addressing one another)
  
- We strive to be self-reflective in our personal conduct in the professional context and as a result we seek to resolve and repair professional relationships quickly and with integrity if there has been conflict.
  
- When engaging in the process of self-reflection we will strive to be curious; seeking to understand the other person's point of view and the part we have played in any communication break down or conflict.

Furthermore, staff must have regard for the ethos and values of the school as well as its policies and procedures and act in accordance with these at all times, including in their dealings with those who come into contact with the school e.g. visitors.

*Staff must act in accordance with their duty of care to children and ensure that the safety and welfare of the children at the school are given the highest priority.* In this and other ways staff should always maintain standards of conduct and behaviour which sustain their professional standing and that of the school.

Teaching staff are reminded of, and are expected to uphold, their wider responsibilities as set out in the *Teachers' Standards*, including an understanding of, and acting within, the statutory frameworks which set out their professional duties and responsibilities.

#### **4. Safeguarding (see also Comper Safeguarding Policy)**

Comper recognises its statutory and moral duty to safeguard and promote the welfare of children and understands that staff play a really important role in meeting these responsibilities. *Staff must be aware of their individual safeguarding responsibilities*, including to provide a safe environment in which children can learn, to be aware of the signs of abuse and neglect, to identify children who are suffering, or are likely to suffer, significant harm and to take appropriate action in such cases to prevent concerns from escalating.

All members of staff must be aware of the school's systems for supporting child safeguarding, including the role of the school's Designated Safeguarding Lead (DSL)

*Concerns about the welfare of a child must be raised without delay to the school's DSL (Headteacher) in the first instance or to the Supporting designated lead (in the headteacher's absence or unavailability).* In the event that none of the above are available Oxfordshire County Council's Safeguarding team should be contacted by any available member of staff. There should be no delay in reporting a concern if there is risk of immediate serious harm to a child.



Staff should be familiar with the school's safeguarding & child protection policy and 'Keeping Children Safe in Education 2022' which are available to all staff in the policies folder on the school drive, the website and a hard copy can be made from the copy hanging in the school lobby. All staff will receive appropriate child protection training and will be provided with guidance on child safeguarding as part of their induction to the school.

Further information is found in 'Guidance for safer working practice for adults who work with children and young people in education settings, 2019' provided by LSCB and in the guidance document 'The avoidance of unnecessary contact and unfounded allegations' located in the school office.

### 5. Appropriate relationships

Children, individuals who work or volunteer in a school environment are in a position of trust. Staff should be mindful of the need to maintain professional boundaries appropriate to their position and must always consider whether their actions are warranted, proportionate, safe and applied equitably.

Staff should act in an open and transparent way that would not lead any reasonable person to question their actions or intent. Staff should think carefully about their conduct so that misinterpretations are minimised.

*Staff must avoid unnecessary physical contact with children.* Where physical contact is essential, e.g. for safety reasons, the pupil's permission must be gained for that contact wherever possible.

If physical contact is made to remove a child from a dangerous situation or an object from a child to prevent either harm to themselves or others, then this should be recorded on an incident form and reported to the Headteacher.

In cases where accidental/unintended physical contact is made, it should be reported to the Headteacher. In all cases staff should act in accordance with the school's restraint policy located in the school office.

*Staff are expected to interact with parents in a polite and respectful manner and recognise parents' entitlement to express any concerns they may have about their child's learning, safety, or wellbeing.* Staff should avoid discussing school matters with parents outside school, or non-school matters in school.

Staff should share any concerns of difficulties with parents or each other with their line-manager or head teacher.

### 6. Use of ICT including social media

Internal e-mail and internet systems must be used only in accordance with the school's acceptable use of ICT policy located in the policies folder in the shared drive and on the school website.



Social networking sites offer the opportunity for communication with children, young people, and their parents outside normal professional boundaries. School staff must take care to protect their privacy and protect themselves from risk of allegations in relation to inappropriate relationships and cyberbullying. Staff must not develop or maintain online relationships with parents or children through social networking sites, instant messaging, or other media, whether this is through school or personal IT facilities.

*Staff should not use personal phones and cameras to photograph children.*

Social Media use is at the discretion of staff members. However, under no circumstances should the school or any members of the school community, be brought into disrepute through staff's personal social media accounts.

Please refer to the school's acceptable use of IT policy, social media and mobile phones policies. These can be located in the policies folder on the shared drive or found on our website.

### **7. Confidentiality and disclosure of information**

Staff must ensure that they do not disclose confidential information to anyone who does not have the right to receive it. Where information is disclosed, this should be in line with the principles of the Data Protection Act 1998. Equally staff should not prevent another person from gaining access to information to which that person is entitled by law. If there is doubt about whether or not to share information, advice must be sought from an appropriate senior member of staff i.e. the Headteacher.

Information obtained during the course of an individual's work should never be used for personal gain or benefit, nor should it be passed onto others who might use it in such a way.

Several of our staff work in the community in which they live. Staff in these circumstances must ensure complete confidentiality with information that is obtained during their work, ensuring that it is not shared with the community.

### **8. Dress and appearance**

*An individual's dress and appearance are a matter of personal choice; however, staff should ensure that they dress appropriately, decently, and safely for a school environment and for the role they undertake, as well as setting a good example to both pupils and visitors.*

Staff should have regard to the health and safety risks involved with certain lessons i.e., physical education/food technology and the need to dress appropriately and safely when undertaking these activities, such as wearing appropriate footwear, removing jewellery etc.

The school recognises and values the diversity of cultures and religions of its staff and will take a sensitive approach when this affects dress and uniform requirements. However, priority will be given to health and safety, security and other similar considerations of other staff, children, and the school.



## 9. Equal opportunities

The Governing Body of the school is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with children and parents of the school. It also recognises that all members of staff have the right to work in a safe environment without fear of discrimination, harassment, or abuse.

All pupils, colleagues, parents, members of the public and wider school community have the right to be treated with fairness and equality and must not be discriminated against. The school expects staff to uphold these principles.

Please refer to the school's equalities policy for further guidance located in the policies folder on the shared drive or on our website.

## 10. Conduct outside work

Care should be taken by staff to avoid any conflict of interest between activities undertaken outside school and responsibilities within school. In no case should outside activities bring the school into disrepute.

Where staff are in doubt as to whether there is a conflict-of-interest, advice must be sought from the Headteacher.

## 11. Declaration of interests

Staff should consider carefully whether they need to declare to the school any relationship with an individual where this might cause a conflict with the school's activities, for example, a relationship with a Governor, another staff member or a contractor who provides services to the school. Where such a declaration is necessary this should be made to the Headteacher.

Staff may undertake work outside school, either paid or voluntary, provided it does not conflict with the interests of the school, nor be at a level which may contravene the Working Time Regulations or affect an individual's performance at work.

## 12. Whistleblowing

The Public Interest Disclosure Act 1998 (as amended) gives protection to people who disclose reasonable concerns about serious misconduct or malpractice at work. This is sometimes known as Whistleblowing. The Governing Body of the school will treat all matters of malpractice very seriously and allegations about such matters will be dealt with quickly and with appropriate confidentiality.

Staff should acknowledge their individual responsibilities in bringing matters of concern to the attention of senior leadership in the school. This is particularly important where the welfare of children may be at risk.



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A clear procedure is provided for staff to raise issues with the purpose of assisting in reducing the risk of serious concerns being mishandled, whether by the individual or by the school. Please refer to the school's Procedure for Protected Disclosures ("Whistleblowing") for further information located in the school office.

### **13. Health and safety**

Staff must adhere to the school's Health and Safety policy and should ensure that they take every action to keep themselves and others in the school environment safe.

Please refer to the school's Health and Safety policy for further information located in the school office.

### **14. Gifts and hospitality**

There may be occasions where children or parents wish to pass small tokens of appreciation to staff, for example as an end of year 'thank-you', and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value or to suggest to pupils that gifts would be appropriate or desired.