

International School of Creative Arts

Staff Code of Conduct

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ISCA Code of Conduct for Staff

Purpose and application

Purpose: Relationships with fellow Staff, employees, governors, contractors, visitors, volunteers, students and their parents, guardians or carers should be reasonable and mutually respectful at all times. This Code has been formulated in order to maintain this balance. This Code takes into account the DCSF (as it then was) guidance - *Guidance for safer working practice for adults who work with children and young people in education settings* together with *Keeping children safe in education* (Department for Education (DfE), May 2019) and the School's safeguarding policy.

The purpose of the Code is to:

- i) confirm and reinforce the professional responsibilities of Staff (both teaching and non-teaching);
- ii) clarify the legal position in relation to sensitive aspects of Staff / student relationships;
- iii) set out the expectations of standards and behaviour to be maintained within the School;
- iv) to help adults establish safe practices and reduce the risk of false accusations or improper conduct.

Application: The Code of Conduct (**Code**) applies to all Staff working in the School (**School**), whether paid or unpaid, whatever their position, role or responsibilities and **Staff** includes employees, governors, contractors, and volunteers.

Your duty: It is the contractual duty of every member of Staff to observe the rules and obligations in this Code. You should also follow the guidance unless there is a good reason not to follow it in a particular case. The School also has a duty of care to its Staff, parents, guardians or carers and students and the implementation of the practices in this Code will help to discharge that duty.

Guiding Principles

Principles for all Staff

- 1) All Staff should put the wellbeing, development and progress of all students first by:
 - i) taking all reasonable steps to ensure the safety and wellbeing of student under their supervision;
 - ii) using professional expertise and judgment for the best interests of students in their care;
 - iii) demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to students;
 - iv) raising concerns about the practices of teachers or other professionals where these may have a negative impact on students' learning or progress, or may put students at risk;
 - v) being familiar with the School's child protection procedures;
 - vi) knowing the identity of the current Designated Safeguarding Lead and their Deputy(s);
 - vii) being aware that they are in a position of trust (i.e. the adult is in a position of power or influence over the student due to his or her work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce or threaten students.
- 2) All Staff should demonstrate respect for diversity and take steps to promote equality by:
 - i) acting appropriately and in accordance with this Code of Conduct, towards all students, parents, guardians or carers and colleagues;
 - ii) complying with the School's Anti-bullying, Equal Opportunities policies and this Code of Conduct;
 - iii) addressing issues of discrimination and bullying whenever they arise;
 - iv) helping to create a fair and inclusive School environment.
- 3) All Staff should work as part of a unified Staff body by:
 - i) developing productive and supportive relationships with colleagues;
 - ii) exercising any management responsibilities in a respectful, inclusive and fair manner;
 - iii) complying with all School policies and procedures;
 - iv) participating in the School's development and improvement activities;
 - v) recognising the role of the School in the life of the local community;
 - vi) upholding the School's reputation and standing within the local community and building trust and confidence in it.

Additional principles for teachers

- a) Teachers should take responsibility for maintaining the quality of their teaching practice by:
 - i) meeting the professional standards for teaching applicable to their role and position within the School;
 - ii) reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;
 - iii) helping students to become confident and successful learners;
 - iv) establishing productive relationships with parents, guardians or carers by:
 - (1) providing accessible and accurate information about their child's progress;
 - (2) involving them in important decisions about their child's education;
 - (3) complying with this Code.
- b) Teachers should maintain public trust and confidence in the School by:
 - i) demonstrating honesty and integrity;
 - ii) understanding and upholding their duty to safeguard the welfare of children and young people;
 - iii) maintaining reasonable standards of behaviour whether inside or outside of normal School hours and whether on or off the School's site;
 - iv) maintaining an effective learning environment.

Guidance on Staff/Student Relationships

- 1) **Application:** Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as to ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of Staff. This guidance applies to all adults working in this School, and not just teachers.

Forming inappropriate relationships with children or young people who are students or students at another school may also be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the Staff involved cannot be trusted to maintain professional boundaries with students and students at the School.

- 2) **General guidance:** You should be aware of the general guidance that will apply in all cases. In particular you:
- a) need to exercise professional judgment but always act within the spirit of these guidelines. If you are involved in a situation where no specific guidance exists, you should discuss the circumstances with the Designated Safeguarding Lead. A written record should be kept that includes justification for any action taken;
 - b) must be familiar with procedures for handling allegations against Staff;
 - c) must be aware of the School's child protection procedures;

- d) must seek guidance from the Designated Safeguarding Lead if you are in any doubt about appropriate conduct;
 - e) must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving you and a student or a group of students to the Designated Safeguarding Lead.
- 3) **Behaviour giving particular cause for concern:** You should take particular care when dealing with a student who:
- a) appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection;
 - b) appears to hold a grudge against you;
 - c) acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over-familiar;
 - d) may have reason to make up an allegation to cover the fact that he or she has not worked hard enough for public examinations.
- 4) **Procedure to be followed in these cases:** Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead under the School's child protection procedures.
- 5) **Record keeping:** Comprehensive records are essential. Any incident involving children that could give cause for concern, whether contemplated in these guidelines or not, should be recorded, with justifications for any action taken. In addition, any incident should be reported promptly to the Designated Safeguarding Lead.
- 6) **Good order and discipline:** Teaching staff and other Staff in charge or control of students must maintain good order and discipline at all times when students are present on School premises and whenever students are engaged in authorised school activities, whether on School premises or elsewhere.

General Conduct

School property: You must take proper care when using School property and you must not use School property for any unauthorised use or for private gain.

Use of premises: You must not carry out on School premises any work or activity other than pursuant to your terms and conditions of employment without the prior permission of the Head of School.

Behaviour of others: You should be aware that the behaviour of your partner or other family members may raise concerns. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the School.

Meetings with Students

- 1) **One-to-one meetings:** If you are teaching one student, or conducting a one-to-one meeting or teaching session with a student, you should take particular care in the following ways:
 - a) when working alone with a student is an integral part of your role, conduct and agree full risk assessments with the Deputy Head / Head of School;
 - b) use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson / meeting is taking place;
 - c) arrange the meeting during normal school hours when there are plenty of other people about;
 - d) do not continue the meeting for any longer than is necessary to achieve its purposes;
 - e) avoid sitting or standing in close proximity to the student, except as necessary to check work;
 - f) avoid using "engaged" or equivalent signs on doors or windows;
 - g) avoid idle discussion;
 - h) avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
 - i) avoid any conduct that could be taken as a sexual advance;
 - j) make it clear that any information received that gives cause for concern regarding the safety and wellbeing of the student or of other people will be reported to the Designated Safeguarding Lead;
 - k) report any incident that causes you concern to the Designated Safeguarding Lead under the School's child protection procedures, and make a written record (signed and dated);
 - l) report any situation where a student becomes distressed or angry to the Head of School.
- 2) **Pre-arranged meetings:** Pre-arranged meetings with students outside school are not permitted unless approval is obtained from their parents, guardians or carers and the Head of School. If you are holding such a meeting, you should inform the Head of School before the meeting.
- 3) **Home visits:** As a boarding school of mainly international students, a home visit to a student would be highly unlikely and would only happen in exceptional circumstances. If there were a need, you should:
 - a) get written approval from the Head of School and adhere to any agreed work plan / contract;
 - b) follow the risk management strategy and ensure appropriate risk assessments are in place. Typically, this will include the need for you to be accompanied by a colleague;
 - c) not visit unannounced if this can be avoided;

- d) leave the door open where you are alone with students;
 - e) keep records detailing times of arrival and departure, and work undertaken;
 - f) ensure that any behaviour or situation that gives rise to a concern is reported and actioned;
 - g) discuss with the Head of School or DSL (as appropriate) anything that gives cause for concern and refer to other agencies if felt appropriate;
 - h) have a mobile telephone and an emergency contact.
- 4) **The use of personal living space:** Students should not be in or invited into the personal living space of any member of Staff, unless agreed with the parents, guardians or carers and the Head of School. Students should not be asked to assist with chores or tasks in the personal living space. Personal living spaces should not be used as an additional resource for the School.

Language and Appearance

- 1) **Language:** You should use appropriate language at all times. You should:
- a) avoid words or expressions that have any unnecessary sexual content or innuendo; avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, emails etc);
 - b) avoid any form of aggressive or threatening words;
 - c) avoid any words or actions that are over-familiar;
 - d) not swear, blaspheme or use any sort of offensive language in front of students;
 - e) avoid the use of sarcasm or derogatory words when punishing or disciplining students and avoid making unprofessional personal comments about anyone. Any sanctions should be in accordance with the School's behaviour management programme;
 - f) be aware that some parts of the curriculum may raise sexually explicit subject matters. Care should be taken in subjects where rules / boundaries are relaxed (e.g. drama or art). Staff should have clear lesson plans and should take care to avoid overstepping personal and professional boundaries.
- 2) **Dress:** You should dress appropriately and in a professional manner. Dress must not be offensive, distracting, revealing, or sexually provocative, embarrassing or discriminatory. Political or other contentious slogans or badges are not allowed.

The Use of Force or Physical Restraint

- 1) **Physical restraint:** All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. However, by law, teaching staff, and other Staff who are authorised by the Head of School to have control or charge

of students, may use such force or physical contact as is reasonable and proportionate in the circumstances to prevent a student from doing, or continuing to do any of the following:

- a) committing a criminal offence;
 - b) injuring themselves or others;
 - c) causing damage to property, including their own;
 - d) engaging in any behaviour prejudicial to good order and discipline at the School or among any of its students, whether that behaviour occurs in a classroom or elsewhere.
- 2) **Application of code of restraint:** This applies when a teacher, or other authorised person, is on School premises and when he or she is in control or charge of the student elsewhere, for example on a field trip or other authorised out of school activity. It only applies where no other form of control is available and where it is necessary to intervene.
- 3) **Before intervening:** Before intervening physically you should, wherever practicable, tell the student to stop and what will happen if he or she does not. You should continue attempting to communicate with the student throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. You should always avoid touching or holding a student in a way that might be considered indecent. You should also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.
- 4) **Inform senior staff:** You should inform the Head of School immediately following an incident, except the most minor or trivial, where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. You should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the student. The parents, guardians or carers should be informed the same day.
- 5) **Action taken in self-defence or in an emergency:** The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a student is at risk of immediate injury or on the point of inflicting injury on someone else, any member of Staff (whether authorised or not) would be entitled to intervene.
- 6) **Using reasonable force:** There is no legal definition of "reasonable force". It will always depend on the circumstances. Note that:
- a) any use of force should be proportionate to the behaviour of the student involved and the seriousness of the harm prevented;
 - b) physical force could not be justified to prevent a student from committing a trivial misdemeanour;
 - c) any force should always be the minimum needed to achieve the desired result;
 - d) whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the student.

Physical Contact in Other Circumstances

- 1) **When physical contact may be appropriate:** Physical contact with a student may be necessary and beneficial in order to demonstrate a required action, or a correct technique, for example, during PE, sports and games. Any physical contact should be in response to the student's needs, of limited duration and appropriate to the student's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement.
- 2) **Guidance on using physical contact:** You should observe the following guidelines (where applicable):
 - a) explain the intended action to the student;
 - b) do not proceed with the action if the student appears to be apprehensive or reluctant, or if you have other concerns about the student's likely reaction;
 - c) ensure that the door is open and if you are in any doubt, ask a colleague or another student to be present during the demonstration;
 - d) consider alternatives if it appears likely that the student might misinterpret the contact.
- 3) **Report concerns:** If you are at all concerned about any instance of physical contact, inform the Head of School without delay, and make a written record in the incident book and on the student's file if necessary.
- 4) **Offering comfort to distressed students:** Touching may be appropriate where a student is in distress and needs comforting. You should use your own professional judgement when you feel a student needs this kind of support and should be aware of any special circumstances relating to the student. For example, a child who has been abused may find physical contact particularly difficult. You should always notify the Head of School when comfort has been offered, record the action and should seek guidance if unsure whether it would be appropriate in a particular case.
- 5) **Administering first aid:** When administering first aid you should explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the School's health and safety at work rules and intimate care guidelines, and parents, guardians or carers should be informed. Staff should:
 - a) adhere to the School's policy on administering first aid / medication;
 - b) comply with the necessary reporting requirements;
 - c) make other adults aware of the task that is being undertaken;
 - d) explain what is happening;
 - e) report and record the administration of first aid;
 - f) have regard to any health plans;
 - g) ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.

- 6) **Students' entitlement to privacy:** Children are entitled to privacy when changing or showering. However there still must be an appropriate level of supervision to ensure safety. You should:
 - a) avoid physical contact or visually intrusive behaviour when children are undressed;
 - b) announce yourself when entering changing rooms and avoid remaining unless required;
 - c) not shower or change in the same place as children;
 - d) not assist with any personal care task which a student can undertake themselves.
- 7) **Where a child has been abused:** Where a child has previously been abused, Staff should be informed on a 'need to know' basis, and should be extra cautious when considering the necessity of physical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the student and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with the Head of School and parents, guardians or carers.
- 8) **Children with special educational needs or disabilities:** Some children may need more physical contact to assist their everyday learning, which should be agreed and understood by all concerned, justified, openly applied and open to scrutiny.

Code of Conduct for Contact Outside School

- 1) **Contact outside school:** You should avoid unnecessary contact with students outside school. You should:
 - a) not give students your home address, home telephone number, mobile telephone number or email address;
 - b) not send personal communications (such as birthday cards or faith cards, text messages etc) to children unless agreed with the Head of School;
 - c) not make arrangements to meet students, individually or in groups, outside school other than on school trips authorised by the Head of School;
 - d) avoid contacting students at home unless this is strictly necessary, and you should keep a record of any such occasion;
 - e) not give a student a lift in your own vehicle other than on School business and with permission from the Head of School;
 - f) avoid inviting students (groups or individuals) to your home unless there is a good reason and it has been approved by the Head of School. This prohibition also applies if you have on site accommodation;
 - g) report and record any situation which may place a child at risk or which may compromise the School's or your professional standing;
 - h) ensure that students do not see anything in your home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour;

- i) never engage in secretive social contact with students or their parents, guardians or carers.
 - j) not discuss or share data relating to children, parents or carers in staff social media groups
- 2) **Social contact:** You should be aware that where you meet children or parents, guardians or carers socially, such contact could be misinterpreted as grooming. Any social contact that could give rise to concern should be reported to the Head of School.
- 3) **Friendships with parents, guardians or carers and students:** Members of Staff who are friends with parents, guardians or carers of students or who, for example, are voluntary workers in youth organisations attended by students, will of course have contact with those students outside school. However, members of Staff should still respect the above advice wherever possible and should keep the Head of School informed of such relationships.
- 4) **Scope of application of code on contact outside school:** The same guidelines should be applied to after school clubs, school trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for school trips in the School Trips Policy. The principles of this guidance also apply to contact with children or young people who are students at another school.
- 5) **Transporting students:** There may be some situations when Staff are required to transport students. You should:
- a) not offer lifts to pupils unless the need for this has been agreed by the Head of School and there should be at least one adult additional to the driver acting as an escort;
 - b) ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive;
 - c) be aware that until the student is passed over to a parent / carer, you have responsibility for that student's health and safety;
 - d) record the details of the journey;
 - e) record and be able to justify impromptu or emergency lifts;
 - f) ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc;
 - g) wherever practicable, you should avoid using private vehicles and should try and have one adult additional to the driver to act as an escort.
- 6) **After school activities:** When taking part in after school activities, you should:
- a) be accompanied by another adult unless otherwise agreed with the Head of School;
 - b) undertake a risk assessment;
 - c) obtain parental consent.
- 7) **Educational visits:** When taking part in trips organised by the school, you should:
- a) follow the School's Trips Policy;

- b) be accompanied by another adult unless otherwise agreed with the Head of School;
 - c) undertake a risk assessment;
 - d) obtain parental consent;
 - e) never share bedrooms unless in a dormitory situation and arrangements have been discussed previously with senior colleagues, parents, guardians or carers and students.
- 8) **Overnight supervision:** Where overnight supervision is required to preserve the integrity of the examination process:
- a) you should ensure that a risk assessment has been undertaken and that all members of the household have had the appropriate checks;
 - b) arrangements should be made with and agreed by parents, guardians or carers and the student;
 - c) one to one supervision should be avoided where possible;
 - d) choice, flexibility and contact with "the outside world" should be incorporated, so far as it is consistent with appropriate supervision and the School's guidelines;
 - e) whenever possible, independent oversight of the arrangements should be made; and any misinterpretation, misunderstanding or complaint should be reported.

Communication with Students (including the use of technology)

- 1) **Communicating with children and parents, guardians or carers:** All communication with children or parents, guardians or carers should conform to School policy and be limited to professional matters. Except in an emergency communication should only be made using School property.
- 2) **Application:** These rules apply to any form of communication including new technologies such as mobile telephones, web-cameras, social networking websites and blogs. You should also ensure you comply with the more detailed E-safety Policy, and Mobile Phone Policy.
- 3) **Dealing with "crushes":** Crushes, fixations or infatuations are part of normal adolescent development. However, they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted, therefore, the highest levels of professionalism are required. If you suspect that a student has a crush on you or on another colleague you should bring it to the attention of the Head of School at the earliest opportunity. Suggestions that a student may have developed a crush should be recorded. Staff should avoid being alone with students who have developed a crush on them and if the student sends personal communications to the member of Staff, this should be reported to the Head of School and recorded.
- 4) **Acceptable use:** Adults must establish safe and responsible online behaviours and must be familiar with the E-safety Policy and Mobile Phone Policy. Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the E-safety Policy. Local and

national guidelines on acceptable user policies should be followed. Staff should also:

- a) ensure that your own personal social networking sites are set as private and ensure that students are not approved contacts;
 - b) never use or access social networking sites of students and do not use internet or web-based communication channels to send personal messages to students;
 - c) do not use your own equipment (e.g. mobile telephones) to communicate with students - use equipment provided by the School and ensure that parents, guardians or carers have given permission;
 - d) only make contact with students for professional reasons;
 - e) recognise that text messaging should only be used as part of an agreed protocol and only when other forms of communication are not possible.
- 5) **Personal details:** Adults should not give their personal contact details to students, including email addresses, home or mobile telephone numbers, unless the need to do so is agreed with the Head of School and parents, guardians or carers.
- 6) **Communicating outside the agreed protocols:** Email or text communications between an adult and a student outside agreed protocols may lead to disciplinary and / or criminal investigations. This also includes communications through internet-based websites.
- 7) **Communicating with students after you leave ISCA:** Any form of interaction with students is not allowed for at least two years after a member of staff leaves ISCA, **or** until the student has reached the age of 18 and has graduated from ISCA, whichever is the longer. If there is a chance meeting, or interaction is initiated by the student, you should be courteous but disengage; refer them to the school if necessary.

Online Teaching

Safeguarding: All staff who interact with children, including online, must continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Guidelines when delivering virtual lessons, especially where webcams are involved:

- a) Staff and children must wear suitable clothing, as should anyone else in the household.
- b) Any computers used should be in appropriate areas, for example, not in bedrooms, and the background blurred if necessary
- c) Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- d) Language must be professional and appropriate, including any family members in the background.
- e) Staff must only use platforms provided by ISCA to communicate with pupils
- f) Staff should record, the length, time, date and attendance of any sessions held.

- g) Parental consent will be obtained prior to any pupil taking part in a virtual lesson.
- h) Teachers must not engage in any virtual teaching sessions (group or 1:1), which have not been scheduled and authorised by ISCA.
- i) Ensure that ground rules are in place so that the students have a good understanding of how the sessions will be organised and run.
- j) Consider the needs of vulnerable pupils, such as SEND.

Code of Conduct for Photographs and Videos

- 1) **Permission required:** You should seek permission from the Head of School before taking photographs or video camera footage of any students in class, at any school events or on a trip. You should also seek permission before displaying these photographs. You must not take images of children using personal devices. Appropriate consents for taking and displaying photographs should be obtained from parents, guardians or carers where appropriate.
- 2) **Guidance where permission obtained:** Where permission has been obtained, the following should be considered:
 - a) the purpose of the activity should be clear as should what will happen to the photographs or videos. You must be able to justify images in your possession;
 - b) all images should be made available in order to determine acceptability;
 - c) images should not be made during one-to-one situations;
 - d) ensure that the student is appropriately dressed;
 - e) ensure that the student understands why the images are being taken and has agreed to the activity;
 - f) only use equipment provided or authorised by the School;
 - g) if an image is to be displayed in a place to which the public have access it should not display the student's name. Similarly, where a student is named (in a school prospectus, for example) the name should not be accompanied by a photograph or video;
 - h) all images of children should be stored securely and only accessed by those authorised to do so;
 - i) images must not be taken secretly.
 - j) adults should not take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care; or make audio recordings of a child's disclosure
- 3) **Appropriate material:** You must ensure children are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and you must not use School property to access such material. You should not allow unauthorised access to School equipment and should keep your computer passwords safe. If you discover material that is potentially illegal, you must isolate the equipment and contact the Designated Safeguarding Lead under

the School's child protection procedures immediately. Students must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material shown is age appropriate.

Gifts and Rewards

- 1) **Anti-bribery and corruption policy:** Before accepting or giving any gifts or rewards, Staff must familiarise themselves with the Anti-Bribery and Corruption Policy contained in the Employee Handbook.
- 2) **If a gift is received:** If you receive a gift from a student or parent you should:
 - a) declare the gift where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £100. The Head of School may in his / her absolute discretion require you to decline the gift;
 - b) decline outright gifts that could be perceived as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents, guardians or carers or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value.
- 3) **Giving gifts and rewards:** Where you are thinking of giving a gift or reward:
 - a) it should only be provided as part of an agreed reward system;
 - b) in all cases except the above, the gift or reward should be of little monetary value and should be discussed and agreed with the Head of School, senior management and the parent(s) or guardian;
 - c) selection processes should be fair and where possible should be agreed by more than one member of Staff;
 - d) gifts should be given openly and not based on favouritism.
- 4) **Allocation of gifts and rewards:** Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

Sexual Contact

- 1) **Sexual contact:** Staff must not:
 - a) have any type of sexual relationship with a student or students;
 - b) have sexually suggestive or provocative communications with a student;
 - c) make sexual remarks to or about a student;
 - d) discuss their own sexual relationships in the presence of students.
- 2) Under the Sexual Offences Act 2003, it is a crime for an adult in a position of trust (e.g. a teacher) to engage in sexual activity with a person under the age of 18. Sexual relationships or contact with students, or encouraging a relationship to

develop in a way which might lead to a sexual relationship is a grave breach of trust that will lead to disciplinary action and may also lead to criminal prosecution.

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

Care should be taken to comply with the School's policy on PSHE education which promotes fundamental British values and with the policy for relationships and sex education (RSE).

Inclusion and Gender Identity

- 1) Staff are invited to value all pupils and colleagues and aims to create an inclusive culture, workplace and learning environment that protect everyone from unjust or unfair treatment based on age, sex, race, disability, religion and belief, pregnancy and maternity, sexual orientation, gender reassignment or marriage and civil partnership.
- 2) Staff should seek to establish and maintain an environment where pupils and colleagues feel secure, are encouraged to talk and are listened to when they have a worry or concern.
- 3) Staff should aim to respond to pupils with complex needs or are going through a difficult period in their life, and to support their health, wellbeing and educational attainment.
- 4) Staff should aim to treat all pupils and colleagues with dignity and respect.
- 5) Staff should recognise that pupils and colleagues are free to express their gender identity, but expressing an alternative gender identity or proposing to transition does not change a person's sex as assigned at birth, unless they have completed the full process of gender reassignment.
- 6) Pupils and staff may request to be referred to using "preferred pronouns" for them, but they cannot compel this. Staff are encouraged to accommodate such requests in so far as their conscience or religious beliefs allow. Where a member of staff cannot accommodate such a request, they should clarify their position with the Head of School. Whatever their position, staff are nevertheless required to treat people with respect and dignity, in line with points 1 to 4 above.

Please see ISCA's Sex and Gender Identity Policy for more details.

Consequences of Breaching this Policy

The School's position: It is in your interests to follow this policy so as to maintain standards of behaviour and your own professional reputation. A breach of this policy

may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.

Termination of employment: If the School ceases to use the services of a member of Staff or volunteer because they are unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

Resignation: If a member of Staff or volunteer tenders his or her resignation, or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria for a referral are met.

National College for Teaching and Leadership: Where a teacher has been dismissed, or would have been dismissed had he/she not resigned, separate consideration will be given whether a referral to the National College for Teaching and Leadership should be made.



ISCA Code of Conduct for Staff Agreement

I have read and agree to abide by the ISCA Code of Conduct for Staff:

Staff (signature):

Staff name (capitals):

Position:

Date: