



Shalom Noam Primary School Staff Code of Conduct

September 2023

Shalom Noam Primary School

School Staff Code of Conduct

Date	Review Date	Head Teacher
2.9.2023	2.9.2024	Mrs Posen/Mrs Kirsch

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Police Act 1997
- Police Act 1997 (Criminal Records) Regulations 2002
- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Young Persons Act 2008
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection and Freedoms Act 2012
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and Other Staff (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DCSF)
- Keeping Children Safe in Education (DfE)
- Working Together to Safeguarding Children (The Stationery Office)

We have a duty to safeguard and to promote the welfare of all pupils by protecting them from maltreatment, preventing impairment of their health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and to take appropriate action enabling them to have the best outcomes.

We believe we have a duty to safeguard and to promote the welfare of pupils and to protect school staff by creating a whole school culture that is safe and inclusive. We want to maintain a whole school culture by having in place the principles of respect, understanding rights and responsibilities, fairness, tolerance and understanding for all.

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We value and respect all pupils and understand that we have a key role to play in identifying child protection concerns as the safeguarding of children and their welfare is paramount. Therefore, we must ensure all school staff (and volunteers) are appointed following the safer recruitment guidelines and procedures, Disclosure and Barring Service checked, trained in child protection procedures, understand their roles and comply with the code of conduct.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School staff must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school staff are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by ensuring that the behaviour and safety of pupils, and the leadership and management at this school is of a very high standard.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings

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Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal. The School was established upon the belief that every aspect of our lives must be guided by the Torah and its values and we trust that staff will conform with our ethos.

School staff must:

- behave professionally in and outside school;
- comply with school policies and procedures that support the well-being and development of pupils.
- co-operate and collaborate with colleagues and with external agencies
- exercise confidentiality;
- be trained in Child Protection procedures;
- be aware of the signs and safeguard pupils from:
 - physical abuse
 - emotional abuse
 - neglect
 - sexual abuse
- report their concerns of abuse and neglect;
- work together to create a school culture that is based on mutual and appropriate respect;
- not initiate any physical contact with a child;
- only exercise physical restraint as a last resort;
- avoid being in a room alone with a child and with the door shut to avoid putting themselves at risk of allegations of abusive or unprofessional conduct;
- treat other school staff with respect;

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- use social networking sites wisely and cautiously so that they do not jeopardise themselves, others or their place of work;
- be cautious when using social networking sites and must:
 - set their profile as private;
 - not allow access to pupils or parents/carers;
 - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.

- create a positive classroom environment where all children are respected and valued;
 - Speaking in a calm and objective way, even in the face of challenging circumstances
 - Using a range of vocal volume that is appropriate to the learning activity (we may raise our voices in a controlled way to achieve a desired impact, but we never shout in anger)
 - Showing good manners to children and thereby modelling what good manners are
 - Taking seriously what *all* children tell us. **Our first response** is always to believe what we are told
 - Give children time to express themselves
 - Pursuing settlements to conflicts between children in a way that is demonstrably fair and listens to all points of view before making a considered judgement
 - We judge children based on the current situation and not on past behaviour
 - Making clear to children why a course of action has been necessary
- We uphold the school's policies and procedures on Behaviour and Child Protection in our dealings with children. We acknowledge that we are in 'loco parentis' and, as such, have a duty of care for all children in the school
- We are consistent in the way that we apply rewards and sanctions to the children, so that each individual child knows that they will receive the same treatment from any member of staff

- create and maintain a good and open relationship with parents;
We protect ourselves by ensuring that we meet with parents in areas of the school that are visible and easily accessible to other staff members, while remembering to be sensitive to the confidential nature of some discussions. We always make sure that colleagues know when and where we are meeting with parents.

- act in a professional manner towards colleagues, irrespective of our relative position or status within the school hierarchy, for example:
 - Speaking politely to one another
 - Being flexible and understanding of necessary changes within the school day
 - Assuming that the actions of others are carried out in good faith
 - Addressing concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticizing anyone
 - Being publicly supportive of colleagues, and dealing with concerns or disagreements privately, with support if necessary
- We share a responsibility to encourage and support our colleagues in their professional development

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- We consider all members of the staff team to have equal value, irrespective of their job, and we treat them accordingly
- Concerns raised with managers are dealt with confidentially. If further action is required, the manager has responsibility to inform only the appropriate senior person within the school
- We recognize that we are all accountable for our actions and performance and that from time-to-time leaders and managers will need to deliver feedback that is challenging. All individual feedback is given sensitively, and constructively and should only be shared with those staff members that need to know (e.g. line manager or mentor)
- Members of teaching staff arrive in school by **8.25** am unless their contract says otherwise and are expected to stay until 4.10pm unless cleared by a member of Senior Management.
- Other staff members arrive in school in good time to begin their contracted hours
- If for any reason we are delayed in the morning, it is our responsibility to ensure that the appropriate person in school is informed at the earliest opportunity
- Teachers are available after the end of the school day to meet with colleagues, parents and senior management.
- To comply with Health and Safety anyone leaving the premises during the day should inform the school office;
- be aware of how to record and report concerns about another member of staff;
- take care of their physical and mental well-being by maintaining a healthy work-life balance;
- maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance.
- Generally gifts should not be accepted during the year other than low value traditional gifts related to Jewish festivals or Sabbath such as small gifts of food or flowers. End of year gifts direct from parents to teachers should be declared to the SBM. Cash/gift vouchers are not permitted and should be discussed with the SBM. Gifts for every member of school staff from the PTA are permitted.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

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We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Staff Dress Code:

We are an Orthodox school and our dress code reflects that. We ask that all teachers dress in accordance with our ethos in a modest fashion. It is important to us that teachers are role models for the pupils. We would request that in line with our ethos, male members of staff of the Jewish faith wear a kappel; female teachers should have elbows and knees covered and that their tops are not low. We would request married women of the Jewish faith cover their hair.

Headteacher:	<i>Closer</i>	Date:	2 nd September 2023
Chair of Governing Body:	<i>M Rose</i>	Date:	2 nd September 2023

Disciplinary Action

Stage 1: Verbal Warning (conducted by the Headteacher)

- After an investigation into a case of minor misconduct has been completed an informal warning might be given.
- At this meeting the employee will be given help, advice and guidance by the Headteacher.
- The warning will remain in force for a specified period of six months. If the disciplinary does not escalate to Stage 2.

The next stage of the Procedure will be implemented if there is a repetition of the offence during the specified period.

Stage 2: Written Warning (conducted by the Headteacher)

- A written warning will be issued if the member of staff has failed to improve to an expected standard.
- The written warning will be attached to the personal file for no more than six months.
- The next stage of the Procedure will be implemented if there is repetition of misconduct or further matters of misconduct occurring during the specified period of nine months.

Stage 3: Final Written Warning (conducted by the Headteacher)

A final written warning will be issued if the member of staff has failed to improve to an expected standard.

- The final written warning will be attached to the personal file for no more than twelve months.
- The next stage of the Procedure, which may include dismissal, will be implemented if there is repetition of the offence during the period which will be subject to full consideration of the circumstances

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Stage 4: Further Action (conducted by the Disciplinary Panel)

- At all formal stages of the Procedure the disciplinary panel will liaise with the Director of Education and will keep the Chairperson of the Governing Body informed.
- Other than for gross misconduct an employee shall not be expected to be dismissed for a first breach of discipline.
- However, if a final warning has failed to bring about the required improvement then further action may include dismissal.
- The employee will be informed in writing for the reasons for the dismissal, the date on which employment will terminate and the appropriate period of notice or pay in lieu of notice.
- Disciplinary action short of dismissal may include
 - suspension without pay
 - demotion
 - loss of seniority
 - loss of increment

Right of Appeal

At any stage an employee who is aggrieved by disciplinary action may appeal in writing to the Chair of Governors giving full details of the reason of the appeal. The Chair of Governors will then appoint a Disciplinary Appeals Sub Committee.

At the appeal hearing at each stage the Disciplinary Appeals Sub Committee will consider whether the penalty imposed is appropriate.

The Disciplinary Appeals Sub Committee may decide to:

- uphold the decision by the Head Teacher;
- take action of a lesser nature than the first

There will no right of appeal from the decision of the Disciplinary Appeals Sub Committee.