



TALLIS EXPECTS

This document sets out basic expectations of staff behaviour at Thomas Tallis. It complements the *Code of Conduct Policy* and other policies and procedures. You need to be familiar with them all. Look under the *Community* tab on the website.

At Tallis we expect wholehearted engagement with *education to understand the world and change it for the better*. We have the same work and conduct expectations of staff and students:

Habits <i>Inquisitiveness</i> <i>Collaboration</i> <i>Persistence</i> <i>Discipline</i> <i>Imagination</i>	Character <i>Fairness</i> <i>Kindness</i> <i>Respect</i> <i>Honesty</i> <i>Optimism</i>
We also expect everyone to uphold the Principles of Public Life 1997: <i>selflessness, honesty, objectivity, openness, integrity, accountability and leadership</i>	
We adopt the virtues of Ethical Leadership in Education 2018: <i>Trust, wisdom, kindness, justice, service, courage and optimism</i>	

[A. Our School Plan sets out our aims](#)

In the plan we reinforce what we do well, address our challenges and continually develop a community of creativity. We have built it around our school aim: **education to understand** the world and **change it** for the better

Children are the heart of the school. We respect and care for them as they grow so that they leave us with the knowledge, character and habits to change the world for the better.

1: Supporting Education

1	To improve GCSE results to 0 or above
2	To maintain ALPS 2
3	To improve attendance to 96% and lateness to 2.5%
4	To improve student behaviour further
5	To recruit, retain and train the best quality staff
6	To include every child in our comprehensive school
7	To maintain a broad and balanced curriculum
8	To base our curriculum on <i>powerful knowledge</i>

2: Supporting understanding

9	To adapt teaching so all learners make good progress
10	To improve engagement in independent learning
11	To offer top-quality guidance education
12	To maintain outstanding personal development and welfare
13	To engage all parents and carers in children's learning
14	To help children understand the range of adult possibilities

3: Supporting change

15	To embed Tallis Habits in all our teaching and learning
16	To embed Tallis Character in all our interactions
17	To reduce teacher workload
18	To ensure equality and diversity in all our activities
19	To improve boys' achievement
20	To encourage positive use of electronic devices
21	To model and encourage sustainability

B. Our job descriptions set out what we expect

All teachers must fulfil the **DfE Teacher Standards** at all times and, where appropriate, the **UPR standards**. In particular, we expect teachers to:

1. Make sure young people of all abilities, ages and backgrounds fulfil their potential.
2. Engage all young people in participation in interesting learning
3. Develop into exceptional teachers
4. Through teachers' own scholarship stimulate a love of knowledge in our young people
5. Unlock and develop their creativity and independence
6. Demonstrate that learning continues well beyond lessons.
7. Develop the Thomas Tallis Habits of Mind in all teaching so that young people are inquisitive, collaborative, persistent, disciplined and imaginative.

All teachers are expected to fulfil roles as Form Tutors, and in Performance Management as appropriate. All colleagues who are Form Tutors should:

1. Be the person who knows each child best and takes responsibility for his or her well-being
2. Be the first port of call for students, their parents and teachers,
3. Proactively make contact with students' homes and seek to work in partnership
4. Develop a trusting relationship which supports students through times of difficulty
5. Develop a collaborative atmosphere within the tutor group, like a big family
6. Know each student's attainment, discussing and supporting progress and progression
7. Train students in Tallis standards of behaviour and manners, reminding them frequently.
8. Apply sanctions and follow up bad behaviour according to our referral process.
9. Work as a member of the Year Team under the direction of the Head of Year
10. Keep students informed about their commitments and opportunities
11. Teach students how to be positive members of Society
12. Be an outstanding role model for students

Form tutors should make sure that they complete the following tasks regularly:

- a. Set the tone of the day every day, encouraging and leading the form
- b. Register students and monitor attendance and punctuality
- c. Check planners for use and signing
- d. Monitor homework, equipment and uniform
- e. Teach the pastoral programme
- f. Remind students about behaviour expectations and monitor changes
- g. Put students on report where necessary
- h. Check pigeon hole daily and communicate any messages, letters or information
- i. Phone home to chase up attendance or behaviour concerns
- j. Follow up problems and issues from HOY and other staff
- k. Check for and organise detentions where required
- l. Encourage reading and an interest in current affairs
- m. Organise students for assemblies
- n. Have small interviews with individuals: make sure you talk to everyone personally
- o. Welcome students with a smile

Teachers with TLR posts at any level must demonstrate these 10 Qualities of Leadership. We expect that members of our community who have leadership roles should:

1. Show vision, conviction and authority and lead by example.
2. Build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff.
3. Understand what needs to be done, do it right, and on time.
4. Be very, very organised.
5. Fulfil a role in whole school leadership by positively upholding our procedures and Plan
6. Know your subject and keep up-to-date.
7. Lead learning by demonstrating high quality work with excellent outcomes.
8. Develop colleagues through encouragement, performance management and providing opportunities.
9. Support young people by maintaining good discipline and helping them meet high targets
10. Work with others by building good links with KS2, other schools, FE and HE

The Leadership Group abides by the Principles of Public Life to which we have added the following practical expectation, that all senior leaders should be:

1. Highly visible so we lead and support our colleagues and reassure our young people. We need to be systematic about visibility and holding others to account.
2. Collaborative so that decisions are understood and gather general assent. We need to explain and explain again why an action or procedure is needed, and then implement it.
3. Able to see a broad picture and link it to the school plan; resisting panics, fashions and gimmicks.
4. Resisting short cuts or easy answers and remembering that human interaction is rightly costly.
5. Able to investigate, research, analyse, plan, implement and evaluate – and enable others to do so.
6. Concerned for the work-life balance of our profession and the future of school leadership by making sustainable choices, not modelling, promoting or expecting a damaging long-hours culture. Wherever possible, we should reduce demands and encourage professional freedom while maintaining success.
7. United, so that all members of the team support one another - but having difficult conversations when necessary.

Any person employed at Thomas Tallis may not use personal information about children or colleagues for any purpose beyond school. Colleagues' personal information must never be shared except with the express permission of the person concerned.

Our school is committed to the *Framework for Ethical Leadership in Education:*

This Framework begins with the seven Principles of Public Life.

1.	Selflessness	Leaders should act solely in the interest of children and young people.
2.	Integrity	Leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3.	Objectivity	Leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4.	Accountability	Leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5.	Openness	Leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6.	Honesty	Leaders should be truthful.
7.	Leadership	Leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

- a. **Trust:** *leaders are trustworthy and reliable.* We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- b. **Wisdom:** *leaders use experience, knowledge and insight.* We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper.* We give difficult messages humanely where conflict is unavoidable.
- d. **Justice:** *leaders are fair and work for the good of all children.* We seek to enable all young people to lead useful, happy and fulfilling lives.
- e. **Service:** *leaders are conscientious and dutiful.* We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions should protect high-quality education.
- f. **Courage:** *leaders work courageously in the best interests of children and young people.* We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously
- g. **Optimistic:** *leaders are positive and encouraging.* Despite difficulties and pressures we are developing excellent education to change the world for the better.

C. This document gives practical instruction and guidance

- a. This document is about the nuts and bolts of professional behaviour and expectations at Tallis. It should be read in conjunction with the **contractual Code of Conduct**. That gives clear guidance about what constitutes illegal behaviour and what might be considered misconduct. Failure to comply with the Code of Conduct could result in disciplinary action including, but not limited to, dismissal.
- b. There may be times when professional judgements are made in situations not covered by this document or wider professional standards. It is expected that in these circumstances you will tell senior colleagues your justification for any such action already taken or proposed.
- c. The welfare and safety of our students is paramount. You share this responsibility with all staff.
- d. You should set a positive example as a role model for the young people in our care.
- e. You are responsible for your actions and behaviour and should avoid any conduct which would lead any reasonable person to question your motivation and intentions.
- f. You should work, and be seen to work in an open and transparent way.
- g. You should discuss and take advice promptly from your line manager or another senior member of staff over any incident which may give rise to concern.
- h. Records should be made of any such incident, of decisions made and further actions agreed.
- i. You must read, understand and fulfil our Equality Policy.
- j. You must know the name of our Designated Person responsible for Child Protection. You must be familiar with our child protection and safeguarding policies and understand our responsibilities to safeguard and protect students.
- k. You need to know that breaches of the law and other professional guidelines (such as the Teachers' Standards) could result in criminal or disciplinary action being taken against you.

For teaching staff, the professional framework of the Teachers' and UPR Standards sits alongside these and provides a clear and nationwide foundation for the expectations and conduct of teachers.

D. Here are safe working practices for the protection of students and staff

This guidance has been produced to help you establish the safest possible learning and working environments. We aim to safeguard young people and reduce your risk of being falsely accused of improper or unprofessional conduct. This means that these guidelines apply to all adults at Tallis whatever your position, role, or responsibilities.

1. Duty of Care

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

All staff at Tallis have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and students, and behaviour that demonstrates integrity, maturity and good judgement as well as our Tallis character.

There are legitimate high expectations about your professional involvement in the lives of students. When you accept a role that involves working with children and young people, you need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers have a duty of care towards employees which requires us to provide you with a safe workplace and guidance about safe working practices.

This means that you should:

- understand the responsibilities, which are part of your employment or role, and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child's best interests
- avoid conduct which would lead a reasonable person to question your motivation and intentions
- take responsibility for your actions and behaviour

2. Exercise of Professional Judgement

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

This means that where no specific guidance exists you should:

- discuss the circumstances that informed your action, or proposed action, with a senior colleague. This will help to ensure that safe practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with a senior leader
- always record discussions and actions taken with their justifications

3. Power and Positions of Trust

If you work in a school you are in a position of trust in relation to the young people in our care. A relationship between you and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. You must ensure that an unequal balance of power is not used for personal advantage or gratification.

You must always maintain appropriate professionalism and wherever possible, avoid behaviour which might be misinterpreted by others. You must report and record any incident with this potential.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. Where a person aged 18 or over is in a position of trust established with a person who has only recently left the school, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.

This means that you must not:

- use your position to get information for your own advantage and/or a students' or family's detriment
- use your power to intimidate, threaten, coerce or undermine students
- use your status and standing to form or promote a sexual relationship with a student or recent ex-student

4. Confidentiality

You will have access to confidential information about students in order to undertake your everyday responsibilities. In some circumstances you may be given additional highly sensitive or private information. You should never use confidential or personal information about a student or a student's family for your own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.

Confidential information about students should never be used casually in conversation or shared with any person other than on a *need-to-know* basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which you may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, you have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

If you are in any doubt about whether to share information or keep it confidential you should seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior leadership.

You know that although it is important to listen to and support students, you must not promise confidentiality or request students to do the same under any circumstances.

Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay. Specific allegations about staff should be passed to the Head Teacher.

This means that you:

- are expected to treat information you receive about students in a discreet and confidential manner.
- should seek advice from a senior member of staff if you are in any doubt about sharing information
- need to be cautious when passing information to others about a student.
- need to know to whom any concerns or allegations should be reported

5. Behaving with Propriety

You have a responsibility to maintain public confidence in your ability to safeguard the welfare and best interests of students. You should adopt high standards of personal conduct in order to maintain the confidence and respect of your peers, students and the public in general.

Your behaviour, in or out of the workplace, should not compromise your position at work, so it is important to exercise due care and attention when outside school.

You may not be a member of an organisation whose goals are in conflict with the values and equality policies of the school.

This means that you should not:

- behave in a manner which would lead any reasonable person to question your suitability to work with students or act as a role model.
- use inappropriate language in the presence of students, discuss your personal social life, or use overly informal language.
- drink alcohol with current pupils in public or private places, nor purchase alcohol for pupils. There may be exceptional circumstances where you may be personal friends with a parent which mean that normal social life will bring the student into social contact with you. However, generally, if you find yourself in a pub or other meeting place in which current pupils are drinking, you must not join the pupils and you must draw the attention of bar staff to their ages. It is difficult to determine exact regulations in this area; if you feel that there are exceptional reasons why the general restriction on drinking alcohol with students should not apply, **you must discuss the matter with a senior member of staff.**
- drink alcohol when supervising pupils or on school trips. This applies even when there are no pupils present, as you may be called to act if an emergency occurs.
- make inappropriate remarks to a student (including email, text messages, phone or letter)
- discuss your own sexual relationships with or in the presence of students
- discuss a student's sexual relationships in inappropriate settings or contexts
- make (or encourage others to make) unprofessional personal comments in any form of communication (e-mail, conversations or social networking comments)

Your behaviour in your personal life has an impact upon your work with students.

6. Gifts

Do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when students or parents wish to pass small tokens of appreciation to you, for example at Christmas or as a thank-you. This is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. If you are concerned about whether you or your colleagues may be at risk of giving or receiving a bribe (financial or otherwise) you should contact the Head Teacher. If you receive gifts valued at more than £25 you **must disclose this** to the School Business Manager.

You must not give personal gifts to students. You may offer prizes of small value in certain tasks or competitions.

This means that you should:

- ensure that gifts received or given in situations which may be misconstrued are declared
- ensure that gifts of significant value are declared.
- generally, only give gifts to an individual young person as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all students equally.

7. Infatuations

It is not uncommon for students to be strongly attracted to a member of staff and develop an infatuation. Such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against you.

If you become aware that a student may be infatuated with you or a colleague you should discuss this immediately with a senior colleague. In this way, steps can be taken to avoid hurt and distress for all concerned.

This means that you should:

- Report to senior colleagues any indications (verbal, written or physical) that suggest a student may be infatuated with you or a colleague.
- Be mindful if you are alone in a room with a student. Leave the door open or summon a colleague.

8. Personal Living Space

No student should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents and senior leaders or the home has been designated by the organisation or regulatory body as a work place e.g. childminder, foster carers.

This means that you should:

- be vigilant in maintaining your privacy and mindful of the need to avoid placing yourself in vulnerable situations
- maintain professional boundaries

9. Communication with students (including the use of technology)

Communication between students and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites, social networking sites, online gaming and blogs. You should not share any personal information with a student. You should not request, or respond to, any personal information from the student, other than that which might be appropriate as part of your professional role. You must ensure that all communications are transparent and open to scrutiny.

You should also be circumspect in your communications with students to avoid any possible misinterpretation of your motives or any behaviour which could be construed as grooming. You should not give personal contact details to students including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior leadership and parents. E-mail 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 web sites, such as social networking, instant messaging or gaming.

Communication with ex-students who are over 18 is left to staff discretion. Please be conscious of the fact that ex-students may be in contact with current students.

Actions that bring the school into disrepute could lead to disciplinary procedures being taken.

This means that you should:

- only give your personal contact details to students, including your mobile telephone number, for professional reasons and with the knowledge of your line manager.
- communicate with students in an appropriate and professional manner, making sure that parents have given permission for this form of communication to be used
- only make contact with students for professional reasons
- not use internet or web-based communication channels to send personal messages to a student
- not to have images of students stored on personal cameras, devices or home computers.
- not make images of students available on the internet, other than through the school network/website, without permission from parents and senior teachers.
- Be cautious in your contact with ex-pupils, as there is still a professional relationship and there may be contact with current pupils.
- Report any contact by a student by an inappropriate route, to your line manager immediately.

10. Social Contact

Do not establish or seek to establish social contact with students, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. If a young person seeks to establish social contact, or if this occurs coincidentally, you should discuss this with a senior leader. Social contact, in certain situations, could be misconstrued as grooming.

You should not give your personal details such as your home or e-mail address; social network sites, gamer tags or web pages to students unless the need to do so is agreed with senior leadership. If students do become aware of your gamer tag you must change it.

This means that you should:

- have no secret social contact with students

- consider the appropriateness of the social contact according to your role and nature of their work
- always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme
- advise senior leadership of any regular social contact you have with a student or parent which may give rise to concern
- report and record any situation, which you feel might compromise the school or your own professional standing.

11. Social Networking Sites and Online Gaming

Thomas Tallis staff may use social networking sites for personal use. However, the school requires your profile and photos to be 'locked down' as private so that students or parents do not have access to your personal data or images. You must deny current or recent students access to your profile so you do not put yourself in a vulnerable position. You leave yourself open to a charge of professional misconduct if images of a member of you in a compromising situation are made available on a public profile by anyone. If a student does gain access to your profile by fraudulent means (impersonation or hacking), tell senior leadership immediately.

Where relationships exist between you and parents at the school, or personal friends who are parents at the school, social networking is acceptable but caution must be exercised so that professional standards are maintained and you do not compromise yourself or the school. As soon as you become aware that you are in an online game with a student, you should cease to play against that student and should not enter any games containing that player as part of the group. Under no circumstances should you seek out students and/or share gamer tags/ID with students, or use school equipment to play online games.

This means that you should:

- Lock down you profile to ensure that data and images are not freely available. Seek advice if you are unsure how to do this.
- Do not permit current and recent students or parents to have access to your profile.
- Ensure all your passwords are kept strong and secure
- Be aware that images of others should be protected and be treated as carefully as you would your own

12. Physical Contact

There are occasions when it is entirely appropriate and proper for you to have physical contact with students, but it is crucial that you only do so in ways appropriate to your professional role. We do not, and cannot, have a 'no touch' policy. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate.

You should use your professional judgement at all times about the appropriateness of any physical contact. Physical contact should never be secretive, or for your gratification, or represent a misuse of authority. If you believe that an action could be misinterpreted, the incident and circumstances should be made clear to senior staff.

Physical contact, which occurs regularly with an individual student, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review.

This means that you should:

- be aware that even well intentioned physical contact may be misconstrued by the student, an observer or by anyone to whom this action is described
- never touch a student in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- follow the school's restraint and reasonable use of force policy.

13. Physical Education and other activities which require physical contact.

Some staff, for example, those who teach PE and games, or who offer music tuition, will on occasions have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment (see section 19, one-to-one situations, below). You should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

This means that you should:

- consider alternatives, where it is anticipated that a student might misinterpret any such contact, perhaps involving another colleague or a less vulnerable student in the demonstration.
- always explain to a student the reason why contact is necessary and what form that contact will take unless their safety is at immediate risk

14. Showers and Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that harmful or abusive behaviour does not happen. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment. You need to be vigilant about your own behaviour, follow agreed guidelines and be mindful of the needs of the students.

This means that you should:

- avoid any physical contact when students are in a state of undress
- avoid any visually intrusive behaviour and where there are changing rooms:
- remain in the room when groups are changing
- give sensitive students the opportunity to change privately
- **not** change in the same place as students
- **not** shower with students

15. Students in Distress

There may be occasions when a distressed student needs comfort and reassurance. This may include age-appropriate physical contact. Contact must not be threatening, intrusive or subject to misinterpretation.

Where you have a particular concern about the need to provide this type of care and reassurance you should seek further advice from a senior leader.

This means that you should:

- consider the way in which you offer comfort to a distressed student
- always tell a colleague when and how you offered comfort to a distressed student
- record situations which may give rise to concern.

16. Behaviour Management

All students have a right to be treated with respect and dignity. You must not use any form of degrading treatment to punish a student. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation.

This means that you should:

- be proactive at all times in behaviour management
- stick to the Tallis Behaviour Policy and the *Craft of the Tallis Classroom*.
- never use force as a form of punishment
- make every attempt to defuse situations before they escalate

17. Care, Control and Physical Intervention

You may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

This means that you should:

- always seek to defuse situations
- stick to the School's Restraint and Reasonable Use of Force Policy.
- always use minimum force for the shortest period necessary.

18. One to One

Staff working one to one with children and young people are more vulnerable to allegations. Teachers and others should plan and conduct such meetings accordingly. Every attempt should be made to ensure your safety and security needs as well as the student's.

Do not hold pre-arranged meetings with students away from school unless approval from their parent and the Head or other senior colleague with delegated authority has been given.

This means that staff should:

- avoid meetings with students in remote, secluded areas of the school
- ensure there is visual access and/or an open door
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior colleague
- consider the needs and circumstances of the child/children involved.
- *make sure that the clear window pane on classroom doors remains clear*

19. Transporting Children

In certain situations, for example out of school activities, you may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. The driver must also have appropriate insurance.

You should ensure that behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. You should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

This means that you should:

- plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements
- ensure that you have appropriate insurance if you are using a private vehicle, and covered by the school's insurance policy if using a school vehicle.
- ensure that you are alone with a child for the minimum time possible
- be aware that the safety and welfare of the child is your responsibility until this is safely passed over to a parent/carer
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures
- ensure that your behaviour and all arrangements ensure vehicle, passenger and driver safety
- take into account any specific needs that the child may have.

20. Educational Visits and Journeys

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

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, you remain in a position of trust and need to ensure that your behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

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

Health and Safety arrangements require you to keep colleagues/employers aware of your whereabouts, especially when involved in an out of school activity.

This means that you should:

- follow the school's Trips and Visits policy and procedures *in its entirety and without fail*
- ensure that your behaviour remains professional at all times.

21. First Aid and Administration of Medication

The school has an administration of medication policy, which must be used at all times by all staff.

22. Intimate Care

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

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

Additional vulnerabilities that may arise from a physical disability should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents and the organisation must be negotiated, agreed and recorded.

This means that staff should:

- make other staff aware of the task being undertaken
- explain to the child what is happening
- consult with colleagues where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with parents.

23. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

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

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

This means that you should:

- have clear written plans for learning in the form of a scheme of work or a lesson plan.
- stick to the school's Sex and Relationships Policy at all times.
- **not** enter into or encourage inappropriate or offensive discussion about sexual activity.

24. Photography, Videos and similar

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

You need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.

Using images of children for the school's publicity purposes has already had the consent of parents through the Home-School Agreement.

This means that you should:

- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- ensure that a line manager or senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid making images in one to one situations.
- **not** have images of students stored on personal cameras, devices or home computers.
- **not** make images of students available on the internet, other than through the school network/website with permission from parents and senior teachers.

25. Internet Use

Thomas Tallis has a clear policy about access to and acceptable use of the internet and other forms of e-communication. Please refer to the Acceptable Use Policy for further guidance.

Under no circumstances should adults in the school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to your being barred from work with children and young people.

26. Whistleblowing

Whistleblowing is the mechanism by which you can voice your concerns, made in good faith, without fear of repercussion. Please refer to the school Whistle Blowing Policy
You are responsible for bringing matters of concern to the attention of senior leadership and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

This means that you should:

- report any behaviour by colleagues that raises concern using our Whistleblowing procedure.

27. Sharing Concerns and Recording Incidents

You should be aware of the school's child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations should contact their professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against you, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent could avoid any misunderstanding.

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

This means that you should:

- be familiar with Thomas Tallis Safeguarding procedures
- take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace.
– See Safeguarding Policy for further information

28. Workload

You must follow the Tallis guidance on Workload. In particular, on the management of emails: do not send any work-related emails before 0700 or after 2100 Monday to Thursday, after 1800 on Fridays or at the weekend.

29. Shared Work Spaces

Department work areas are for work. You should socialise in the shared staffroom so that colleagues may work in peace.

This means that you should:

Follow the guidance for workspaces. Your curriculum leader is expected to support and enforce this. Shared work spaces are:

- a quiet and positive environment
- a space of mutual trust and honesty
- a respectful space where achievement is celebrated
- a fair place where unhelpful conduct is challenged by all
- a space where all colleagues are valued and treated kindly

CR 30.8.18