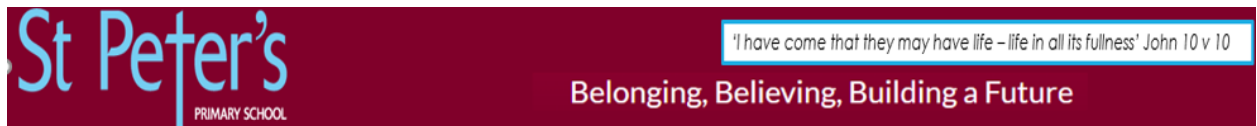


2025/6 Code of Conduct Policy

St Peter's CE School, Alvescot.



**Published by St Peter's CE School 2025,
based on L3 ODST guidance (Oct 22).**

To be reviewed by Jan 2026

Date agreed and ratified by Governing Body.....

I. Statement of Intent

This policy aims to set and maintain the standards of conduct that we expect all staff (and Governors) to follow. In creating this policy, we aim to ensure each ODST school is an environment where everyone is safe, happy, and treated with respect.

II. Scope

- All ODST employees based in schools and the central team
- Trustees and members of Local Governing Body's

III. Relevant Legislation

- [Keeping Children Safe in Education](#) (2025 and as updated annually)
- [The School Staffing \(England\) Regulations](#) (2009)

IV. Related Policies and Guidance

- [Teachers' Standards](#) (DfE)
- School Teachers Pay and Conditions Document
- [Guidance for Safer Working Practices 2019](#)
- [Professional Standards for Teaching Assistants](#)
- ODST [Child Protection and Safeguarding Policy](#)
- ODST [Disciplinary procedure](#)
- Procedures for [Managing allegations against staff](#)
- ODST [Whistleblowing Policy](#)
- ODST [Dignity at Work](#) Procedure
- Any local behaviour management and acceptable use of IT policies

V. Date of Review

The policy will be reviewed as required after the Board of Trustees of ODST to take account of any legislative changes as well as feedback from ODST staff and schools and in any event, by 31st December 2025 at the latest.

ODST Code of Conduct

Aims, scope and principles

1/ The Code of Conduct is designed to give clear guidance on the standards of behaviour expected across ODST, to protect the rights and interests of children and young people and to protect the reputation of employees and the organisation.

2/ It is not intended to be exhaustive and does not replace the general requirements of the law, common sense, and good conduct. It also does not replace or take priority over the school's child protection procedures and all staff should be aware of the procedure to follow when child abuse or neglect is suspected, whether inside the school, at home or elsewhere, or following any disclosure of alleged abuse.

3/ School staff have an influential position in the school and will act as role models for pupils by consistently demonstrating high standards of behaviour. We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards and all support staff, governors, and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

4/ Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

5/ If situations arise that are not covered by this code, leaders and staff will use their professional judgement and act in the best interests of the school and its pupils.

Legislation and guidance

6/ In line with the statutory safeguarding guidance [Keeping Children Safe in Education](#), we should have a staff code of conduct, which should cover acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications, including the use of social media.

7/ This policy also complies with our funding agreement and articles of association.

General obligations

8/ You must:

- read this code along with supporting policies and guidance,
- ensure you understand it, read, and comply,
- ask if there are any points that are unclear,
- use this code of conduct, alongside other policies mentioned above, to guide you in your role.

9/ Adults should set an example to pupils. This will include:

- maintaining high standards in their attendance, timekeeping and punctuality,
- never using inappropriate or offensive language in school,
- treating pupils and others with dignity and respect,
- showing tolerance and respect for the rights of others,
- not undermining fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs,
- not expressing personal beliefs in a way that exploits pupils' vulnerability or might lead them to break the law,
- understanding the statutory frameworks they must act within,
- adhering to the Teachers' Standards.

Safeguarding

10/ Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional, and sexual abuse, and neglect.

11/ Staff will familiarise themselves with our child protection and safeguarding policy and procedures, and ensure they are aware of the processes to follow if they have concerns about a child. These are available in the Headteacher's office and on the sharepoint drive. New staff will also be given copies as part of their induction.

Allegations that may meet the harm threshold

12/ This section applies to all cases in which it is alleged that anyone working in the school, including a supply teacher, volunteer, or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place inside or outside of school

13/ We will deal with any such allegation quickly and in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors/ senior member of the ODST team where the headteacher is the subject of the allegation.

Low-level concerns about members of staff

14/ A low-level concern is a behaviour towards a child by a member of staff that does not meet the harms threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:

- Being over-friendly with children,

- Having favourites,
- Taking photographs of children on a personal device,
- Engaging in one-to-one activities where they can't easily be seen,
- Using inappropriate language,
- Behaviour that leaves a child unnecessarily at risk.

Low-level concerns can include inappropriate conduct inside and outside of work.

15/ All staff should share any low-level concerns they have using the reporting procedures set out in our child protection and safeguarding policy. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

16/ All reports will be handled in a responsive, sensitive, and proportionate way.

17/ Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage. This creates and embeds a culture of openness, trust, and transparency in which our values and expected behaviour are constantly lived, monitored, and reinforced by all staff, while minimising the risk of abuse.

18/ Reporting and responding to low-level concerns is covered in more detail in our child protection and safeguarding policy.

Staff-pupil relationships

19/ Staff will observe proper boundaries with pupils that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

20/ If staff members and pupils must spend time on a one-to-one basis, staff will ensure that:

- This takes place in a public place that others can access,
- Others can see into the room,
- A colleague or line manager knows this is taking place.

21/ Staff should avoid social contact with pupils outside of school hours if possible.

22/ Personal contact details should not be exchanged between staff and pupils. This includes social media profiles.

23/ If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, or if a staff member is concerned at any point about a fellow staff member and a pupil, this should be reported in line with the procedures set out in our child protection and safeguarding policy.

Communication and social media

24/ School staff's social media profiles should not be available to pupils. If they have a personal profile on social media sites, they should not use their full name, as pupils may be able to find them. Staff should consider using a different naming format, such as first and middle name instead, and set public profiles to private.

25/ Staff should not attempt to contact pupils or their parents via social media, or any other means outside school, in order to develop any sort of relationship. They will not make any efforts to find pupils' or parents' social media profiles.

26/ Staff will ensure that they do not post any images online that identify children who are pupils at the school without their consent.

Acceptable use of technology

27/ Staff will not use technology in school to view material that is illegal, inappropriate, or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling, and viewing pornography or other inappropriate content.

28/ Staff will not use personal mobile phones and laptops, or school equipment for personal use, in school hours unless it is an emergency. Staff will not use personal mobile phones and laptops in front of pupils. They will also not use personal mobile phones or cameras to take pictures of pupils.

29/ The school maintains the right to monitor emails and internet use on the school IT system where appropriate.

Confidentiality

30/ In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, pupils, and their parents.

31/ This information should never be:

- Disclosed to anyone unless required by law or with consent from the relevant party or parties,
- Used to humiliate, embarrass, or blackmail others,
- Used for a purpose other than what it was collected and intended for,
- This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child has been harmed or is at risk of harm, as detailed further in our child protection and safeguarding policy.

Honesty and integrity

32/ Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with pupils, handling money, claiming expenses, and using school property and facilities.

32/ Staff will not accept bribes. Gifts that are worth more than £25 must be declared and recorded on the gifts and hospitality register.

34/ Staff will ensure that all information given to the school is correct. This should include:

- Background information (including any past or current investigations/cautions related to conduct outside of school),
- Qualifications,
- Professional experience.

35/ Where there are any updates to the information provided to the school, the member of staff will advise the school as such as soon as reasonably practicable. Consideration will then be given to the nature and circumstances of the matter and whether this may have an impact on the member of staff's employment.

Dress code

36/ Staff will dress in a professional, appropriate manner and outfits will not be overly revealing. Clothes or body art will not display any offensive or political slogans. Clothing will be suitable in order to carry out daily activities safely, including footwear that covers toes and heels.

Conduct outside of work

37/ Staff will not act in a way that would bring the school, or the teaching profession, into disrepute. This covers conduct including but not limited to relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the school on social media. The [seven principles of public life](#) (Nolan principles) are a useful tool to make use of when considering if conduct is appropriate.