



# Holy Family Catholic Primary School

## Staff Code of Conduct

### Responsibility for Self

People who work with children and young people have personal responsibilities concerning themselves:

#### **To maintain and improve professional competence:**

- to develop and utilise their skills, knowledge and experience as fully as possible;
- to undertake training and educational programmes in order to remain up to date on professional issue and relevant legislation, to re-examine attitudes and to renew motivation;
- to accept supervision, counselling and career appraisals, in order to ensure ongoing competent service
- to act on advice provided by senior leaders
- to use IT facilities with professional accountability
- to follow all school procedures and policies
- to uphold the Catholic ethos of the school

#### **To maintain standards:**

- to maintain high personal standards of professional conduct, avoiding any acts which may bring the profession or service into disrepute or which may diminish the trust or confidence of the public;
- to pursue a commitment to quality in services offered and in interpersonal relationships on an ongoing basis;
- to recognise how personal values, opinions, experiences and biases can affect personal judgement;
- to present attitudes and a personal manner which will not give unnecessary offence;
- to service users or colleagues, and to maintain an appropriate personal appearance;
- to behave reliably, for example by being punctual, fulfilling obligations, reporting absences, giving required notice and maintaining expectations of communication;
- to maintain appropriate boundaries between personal and professional relationships;
- to avoid placing oneself in positions where one is open to face allegations about misconduct;
- to acknowledge limitations in knowledge and competence, and to decline any duties or responsibilities if unable to perform them in safe and skilled manner;
- to seek advice as necessary;
- to follow conscience where it is felt that to do otherwise would be wrong and to report;
- to a responsible person any conscientious objection which may affect professional practice;
- to refuse any gift, favour or hospitality which might be interpreted as influential in obtaining preferential consideration;
- to ensure that professional practice is not influenced by commercial considerations;
- to ensure that the welfare of service users is not endangered by any activity on the part of the professional as a member of a group or organisation.

#### **To maintain physical and emotional well-being:**

- to be self-aware in relation to values and their implications for practice;
- to be aware of personal growth and need for development;
- to maintain personal physical and mental fitness at the level required to meet the service users' needs;
- to maintain an approach to work which is balanced, optimistic, patient, mature, self-controlled and constant in coping with failure;
- to ensure a positive attitude towards the school and work colleagues;
- to avoid using drugs or alcohol prior to or during work;

- to maintain standards of safety through the use of appropriate equipment, appropriate use of IT equipment, clothing and procedures.

### **Responsibility to Children, Young People and their Families**

People working with children and young people have a responsibility for the services they offer directly to the children and young people in their care, and for the services offered to the families and other carers relating to children and young people:

#### **To promote the rights of children and young people:**

- to recognise, respect and advocate the rights of children, young people and their families in relation to them both as individuals and as groups of service users;
- to involve children and young people and their families in decision-making affecting their lives;
- to foster self-determination on the part of service users;
- to enable children and young people to learn to play a role as adult citizens;
- to be able to account to service users for the services offered;
- to give priority to meeting the needs and well-being of children, young people and their families in devising and monitoring programmes;
- to act as advocate in the service users' best interest;
- to support the rights of children with special needs to participate, as far as their abilities permit, in all activities available to other children;
- to respect the privacy of service users;
- to maintain confidentiality concerning information obtained in the course of professional services, and make disclosures only with the consent of service users, where required by the order of a court or where clearly justifiable in the wider public interest.

#### **To promote the welfare of the children and young people as individual persons:**

- to develop positive and empowering relationships with children and young people within appropriate professional boundaries;
- to foster the development of children and young people in order to achieve their full individual potential
- to take account of the individual circumstances and needs of children and young people in designing programmes to meet their psychological, social, cultural and spiritual needs;
- to take account of the developmental stage, understanding, capacity and age of children and young people when designing or providing programmes;
- to assess and meet the needs of each child and young person on an individual basis;
- to base service upon current knowledge in the field of the child developmental and related disciplines and upon the particular circumstances of each child;
- to create and maintain safe and healthy settings that foster children's physical, intellectual, social, emotional, moral and spiritual development.

#### **To ensure clear boundaries between professional and personal relationships:**

- to ensure that service users explicitly understand the boundaries between professional and personal relationships;
- to maintain an appropriate professional distance, avoiding dependency relationships where they are not part of a planned programme of care;
- to relate to service users appropriately;
- to avoid sexual intimacy with service users;
- to avoid non-work friendships with children and young people with whom one is working which are not known to colleagues;
- to avoid language which is inappropriate or which might be misconstrued;
- to respect the physical and emotional privacy of children and young people.

#### **To cooperate with others in meeting the needs of children and young people:**

- to recognise service users' membership of their families and communities;
- to facilitate the participation of significant others in services to meet the needs of children and young people, and to develop partnerships with them in providing care where appropriate;
- to encourage collaborative participation in sharing responsibility between professionals, children and young people, their families and the wider community;

- to support the families of children and young people in care and to enable them to maintain their family ties;
- to administer medication prescribed by lawful prescribing practitioners in accordance with prescribed directions and only for medical purposes, seeking advice as and when necessary.

**To counteract bad childcare practice:**

- to avoid participation in practices which are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging or physically harmful for service users;
- to protect children from abuse and neglect;
- to endeavour to prevent the inappropriate placement of children and young people or the termination of services, when such action is being taken for financial reasons and leads to less appropriate ways of meeting their identified needs;
- to report the abuse and neglect of children so that action may be taken;
- to avoid commissioning or assisting an infringement of law by service users and to avoid active collusion with service users in the evasion of the consequences of illegal acts (except in those cases where it can be justified as a matter of conscience that the law is in the wrong);
- to avoid condoning or participating in behaviour on the part of children and young people which is unwise or dangerous;
- to ensure that services are non-discriminatory towards service users with regard to race, colour, ethnicity, national origin, national ancestry, age, gender, sexual orientation, marital status, religion, abilities and disabilities, medical condition, political belief or affiliation, or socio-economic status;
- to avoid sharing secrets with a child or young person to the exclusion of colleagues;
- to consider the implications of acceptance for the child, other children and the family, when they offer gratuities or benefits to the childcare worker.

**Responsibility to Colleagues**

People who work with children have a responsibility towards their immediate colleagues and other professionals with whom they need to collaborate in the interests of those for whom they are responsible:

**To promote good practice:**

- to establish and maintain relationships of trust and cooperation with colleagues;
- to treat colleagues with respect, courtesy, fairness and good faith;
- to accord colleagues due recognition of professional achievement;
- to respect the relationships of colleagues with service users and their families;
- to foster a culture in which quality of practice is pursued in all activities and relationships jointly with other colleagues;
- to act as a team member, supporting other members of the team by maintaining consistent standards and by offering and receiving support, especially in crises;
- to keep colleagues fully informed of all matters to which they should have access;
- to communicate promptly and to maintain obligations to colleagues in responding by letter, telephone or other means of communication;
- to assist colleagues to develop their professional competence through supervision, training and other forms of support;
- to observe confidentiality in respect of discussions with colleagues about their professional problems and difficulties, except where there is an overriding concern and responsibility for service users;
- to refer service users to colleagues, including members of other professions, when their skills and knowledge are required to meet the needs of service users.

**To counteract bad practice:**

- to draw bad practice and shortfalls in professional standards to the attention of colleagues where appropriate in order to enable them to improve their practice;
- to attempt to resolve differences of opinion with colleagues either directly or within the team;
- to report to a responsible person where it appears that the health or safety of colleagues are at risk;

**Responsibility to Employers**

People who work with children have a responsibility to the organisation or proprietor employing them.

**To support the employer;**

- to fulfil contractual obligations and duties;
- to contribute to the fulfilment of the professional aims of the school, including that of the Catholic faith as a Church School with a Distinctive Catholic character;
- to assist the school in providing the highest quality of service, taking account of changing personal, interpersonal and societal circumstances;
- to maintain loyalty to the school;
- to distinguish clearly between statements made on behalf of the school and personal views and judgments;
- to contribute to the development of the school in order to meet the needs of the service users more effectively;

**To maintain an independent professional stance within the School:**

- to endeavour to ensure the adequate and appropriate resources are made available to meet the needs of the service users, to ensure that resources are equitably allocated and to draw to the attention of a responsible person and shortfalls in services and the resources required to provide them;
- to report to a responsible person using SOC cards any circumstances in which safe and appropriate services can not be provided, or in which acceptable standards of practice may be jeopardised;
- to report any bad practice or unacceptable aspects of services in order to maintain high standards of service and to protect the reputation of the agency.

**Responsibility to the Profession**

People who work with children and young people are accountable to their profession, and in some countries this accountability is reflected in the processes of professional and other statutory bodies; which set the standards and regulate the profession:

**To establish professional standards:**

- to promote high professional standards of practice, developing new working methods to meet changing needs;
- to ensure that mechanisms exist for ongoing quality assurance;
- to support the implementation of the Code of Ethics.

**To extend professional knowledge and skills:**

- to contribute to the extension of professional knowledge, theory and practice by supporting or undertaking research programmes, ensuring that they are designed, conducted and reported in accordance with sound scholastic standards and research ethics;
- to apply the results of research in practice for the benefit of service users;
- to develop and implement high quality programmes of professional training and education for all levels of people working with young children and young people;
- to learn from the work of colleagues in other agencies and other countries.

**To promote good working relationships;**

- to seek arbitration or mediation when conflicts with colleagues cannot be resolved informally;
- to report bad practice and violations of the code of ethics;
- to contribute to the development of professional bodies and organisations;
- to promote cooperation with members of other professions with a view to the best interests of service users;
- to manage and administer services in a manner geared primarily to meet the needs of the service users.

**Responsibility to Society**

People who work with children and young people have a responsibility to the community as a whole in the way it contributes to the shaping of society's future citizens.

**To provide information and promote understanding:**

- to keep the public informed about the needs of people and the services provided to meet them;
- to provide a positive image of the identity of children and young people in the public care, and of ways in which society may contribute to meeting their needs;
- to counteract prejudice and discrimination against children and young people in the public care;
- to promote understanding and facilitate the acceptance of diversity in society;

- to encourage informed participation by the public in shaping social policies and institutions;
- to take political/legal action where the needs of children and young people and their families make it necessary.

**2. To meet the needs of children and young people in the context of the wider society:**

- to provide services for people with needs on behalf of the community;
- to foster the integration of children and young people with their immediate community and into society as a whole so that they may play a full part as responsible citizens;
- to work towards greater society acknowledgement of children's rights;
- to support policies and laws that promote the well-being of children and young people and their families, and to oppose or seek to modify those that do not;
- to respect human rights in general.

**SAFE and SECURE - Holy Family is a Safe and Secure school**

**Here at Holy Family, safeguarding our children is of utmost importance. Please ensure you read the following carefully to ensure that you are following our school's safeguarding procedures.**

Please ensure you wear your school ID badge at all times and have signed in at the front office. Challenge any adult you see who isn't wearing a Staff or visitor ID badge. All parent helpers, including FOHF must be signed in at the front desk.

Please ensure you read all the following policies and sign to say you have read and understood everything within them.

- IT Acceptable use
- Acceptable use of mobile technologies
- Social Networking
- Staff Code of Conduct

If you are unsure about any of the information covered please ask a member of the safeguarding team, highlighted below:

**Designated Staff for Safeguarding and Child Protection are:**

**A Loveless – Lead /Assistant Head**

**M Hilton - Headteacher**

**S.Keen – Assistant Head**

**M Scott (PSA)**

**Reporting concerns:**

If child says anything which causes you concern, please see the class teacher immediately. If a child discloses abuse, do not investigate/do not question. Pass on the information as quickly as you can. Get a **Cause for Concern** sheet from the SAFE and SECURE board located in staff room (clearly labelled) and fill in. Please write what the child said and pass to one of the above staff members straight away.

## Safe & Secure

If you ever need to talk, your class teacher will always listen.



If you feel sad or lonely, Mrs Scott will always listen.



If you ever feel worried or scared...





Miss Loveless, Miss Hilton and Mrs Keen will always listen.

**For further information please go to Child Protection/Safeguarding board – Safe and Secure and files on the table in the staff room.**

Holy Family Catholic Primary uses SIMs, which is an electronic reporting system for collating all Safeguarding, Attendance, SEND and other Pastoral concerns. The Senior Management Team regularly reviews the information gathered to ensure appropriate actions are taken and best outcomes are achieved for pupils.

### **Summary**

This document is not intended to provide a complete list of all areas where declarations of interest are required. It is intended to show the most common areas where problems may occur. The onus is on the employee to consider whether the course of action, which he/she intends to take, may lead to accusations of impropriety. As a general rule, if an employee is in any doubt then he/she must not accept offers, etc., and must declare the matter.

17.2 This code will be made widely available to employees and must be included in the induction material provided to new starters and signed for.

17.3 The provisions of the code are admissible as evidence and may be taken into account in disciplinary hearings relating to matters covered by the code.

17.4 Any employee who is dissatisfied with any aspect of the administration of the code in his/her particular case will have access to the School's Grievance Procedure.

17.5 The Headteacher and the Chair of governors is responsible for monitoring the operation of the code.

***All staff are required to read and return an email read receipt to the School Office.  
In doing so you are agreeing to uphold the school's staffing policies and procedures and code of conduct.  
Paper copies may be available on request from the school office.***