

THE ICS Ltd (ICS) CODE OF PROFESSIONAL CONDUCT

Policy area: 6 – Professional

Date established: August 2014

Date last revised: interim 6/11/18

Date of next revision: 21st November 2019

This policy will be reviewed in full by the Head of School and the Advisory Board on an annual basis, or more frequently if there are changes in policy required. This policy was last reviewed and agreed by the Head of School and Advisory Board in November 2018. It is due for full review by the Head of School and the Advisory Board on the 21st November 2019

Signed

Daniel Jones
Chair of Advisory Board
Date: 6/11/18

Rose Threlfall
Head of School
Date: 6/11/18

ICS vision statement:

We aim to be an inclusive community of compassionate and inspired world citizens.

ICS mission statement:

We are leaders and learners inspiring leaders and learners.

We demonstrate

- achievement
- inclusion
- compassion
- safety and
- global engagement

In order to realise our potential.

1 The vision of the school forms the very cornerstone of the values, beliefs and decision making that each member of the ICS community will aspire to in the quest to be professional and collegial in our duties.

The ICS senior leadership team believes that as a staff, our strength lies in our collective ability to work together in a way that requires each of us to be inclusive, compassionate and inspiring to our students along their path to becoming world citizens.

As an ICS employee this is the code of professional conduct you are expected to follow. Our unique school community thrives on our staff's commitment to our school ethos and our students' needs and we want to ensure this continues. We are proud of our unique school community and what we have achieved together. Our staff is integral to this as is your commitment to our school and its ethos, which can only enhance what we can offer our students and their parents/guardians. As your employer, ICS values and supports staff and to this end the management team encourages staff to speak to them about any issues that may be causing concern so they are aware of particular concerns and can actively support staff in any way they can.

The school follows the practices laid out in **'Keeping Children Safe in Education (September 2018), in conjunction with the document 'Safer Working Practices for Adults Working with Children and Young People in Education Settings' (October 2015), Working Together to Safeguard Children (July 2018), and The Prevent Duty (June 2015). Reference is also made to the school's Safeguarding (including child protection) and Whistleblowing policy**, which outlines the basis of the school's culture of safety and of raising concerns and procedures for reporting and handling concerns, and provision for mediation and dispute resolution where necessary.

Teachers at ICS make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; forge positive professional relationships, and work with parents in the best interests of students.

Teachers must have proper and professional regard for the ethos, policies and practices of ICS, and maintain high standards in their own attendance and punctuality.

2 Each member of the ICS staff will demonstrate consistently high standards of personal and professional conduct by:

- a. Valuing the school's mission, vision, and ethos through their daily practice in a multicultural environment which respects difference and diversity, and upholding the five British Values (The Rule of Law; Mutual respect; Democracy; Individual liberty; Tolerance for those with different faiths and beliefs)
- b. Having due regard for high standards, ethics, behaviour and public trust both within and outside the school, as a member of ICS and a member of the teaching profession
- c. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- d. Communicating with students and parents/guardians in a professional manner, at all times observing proper boundaries appropriate to a teacher's professional position
- e. Being prepared to listen to colleagues and sharing ideas. Good communication is the key to working together successfully and establishing positive relationships with colleagues
- f. Ensuring you support colleagues by following procedures and practices consistent with school policy. The students need to see that staff are in agreement and enforcing school rules collectively.
- g. ICS holds a licence with the Copyright Licensing Agency Ltd (CLA) that, subject to terms and conditions, permits the copying and re-use of extracts of text and still images from printed books, journals and magazines, and from digital publications. Staff will abide by the terms of this licence including limits on photocopying allowed.
- h. Taking pride in the work you do and showing compassion where it is deserved.
- i. Refraining from criticising the school or members of staff in the company of students and/or parents
- j. Being aware of where and when you discuss private or sensitive matters. Students should not overhear any member of staff discussing other students
- k. Being respectful to colleagues whose views you do not share and taking the time to discuss the issue and resolve the problem in a professional and positive manner. Where no mutually agreed outcome is reached, the management will mediate
- l. Being sensible about contacting colleagues outside school hours. If it is about a school matter which is not serious, wait to speak to them until the next school day
- m. Vacating rooms on time and leaving them as you would wish to find them. If another class needs to use your room be prepared to be flexible. As a small school community we can afford to help each other in this way
- n. Respecting shared spaces where staff work and relax by helping to keep it clean and tidy
- o. Challenging unacceptable student behaviour and reporting all concerns to the form tutor, Pastoral Coordinator/and or Principal who will then take appropriate action
- p. Being responsive in spirit and practice to school policy which underpins the wellbeing of both students and staff, in accordance with statutory provisions and have proper regard for school practices which outline attendance, punctuality and appropriate dress. (Clothes that are revealing or sexually or politically provocative should not be worn in school)

- q. Recognising the power imbalances between students and staff and the levels of seniority ensuring that power and authority are never misused
- r. Be aware that behaviour in your personal lives may impact on your work in school. In particular, Disqualification under the Childcare Act 2006, requires all staff to inform the school if their circumstances and associations change in such a way that they may have implications for the safeguarding of children in the school.

Staff should always act, and be seen to act, in the student's best interest and avoid any conduct that would lead any reasonable person to question their motivation and intentions. Staff should report any incident with the potential to be misunderstood.

3 Each member of the ICS staff will prioritise students' safety and be good role models for those in their care by:

- a. Treating students with dignity and building relationships which are rooted in mutual respect and maintaining boundaries appropriate to a teacher's professional role
- b. Placing the safety and welfare of students above all other considerations
- c. Adhering to the principles and procedures contained in the policies in our safeguarding portfolio including our teaching and learning policies
- d. Planning and preparing lessons to the highest standards ensuring there is appropriate supervision at all times
- e. Listening to and respecting children at all times treating them fairly and without prejudice
- f. Providing students with examples of good conduct from which they can learn
- g. Being alert to and reporting appropriately, any behaviour that may indicate that a student is at risk of harm
- h. Ensuring any contact with children and young people is appropriate and relevant to the work designated by the school
- i. Always ensuring language is appropriate and not offensive or discriminatory
- j. Reporting a serious personal problem a student has disclosed to you either to the Designated Safeguarding Lead and/or the Principal or Head of School immediately.

4 The school will provide its staff with both the means and the appropriate policies and procedures to communicate with students so that both students and staff can achieve and be safe at ICS.

Staff are aware that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is

consensual. Staff should always strive to conduct themselves appropriately and be beyond reproach.

i) Mobile devices, cameras and CCTV

- a. Only use equipment (e.g. mobile phones) provided by the school to communicate with children and only with parental written permission
- b. Do not give your personal contact details (including mobile phone numbers) to students unless with permission from Designated Safeguarding Lead or School Principal
- c. Only make contact with students for professional reasons and only with parental written permission
- d. Only use cameras provided or authorised by the school to photograph/film students and only with parental written permission
- e. If taking film/photographs for school purposes, ensure beforehand that the students know why the images are being taken and for what purpose and only with parental written permission
- f. Please refer to Section 9 of the ICS Data Protection Policy, for more information about the school's compliance with the updated Code of Practice on CCTV, issued by the Information Commissioner's Office.

The school has cameras and tablets that are available for photos and videos. These devices are used for taking photographs and videos of pupils on trips and in the classroom. These photos are only permitted to be used for school purposes and only with parental written permission.

You should not have pictures or videos of pupils on personal devices. If you are bringing personal USBs, cameras and mobile phones to school, make sure that they are kept in a secure location at all times and be aware of photos and videos that are already on these devices and only with parental written permission. It is strongly recommended that you remove any content that should not be viewed by pupils or other staff.

ii) Safe staff interactions with students when using the internet

The internet is increasingly an important way of communicating and sharing information with students. Any information shared on the internet moves out of the sender's control so staff should follow the following precautions.

iii) Email

- a. If using email to contact students, only use your school email address
- b. Content of emails should be solely related to your school role
- c. All language used in any email should be professional
- d. There should be no discussion of a student or your private life in an email.

iv) Personal social media sites

- a. Set your privacy setting at the strongest possible setting
- b. Students should never be listed as approved contacts/friends and teachers must not accept their friendship requests
- c. Do not follow students or allow students to follow your personal Twitter or similar account
- d. Do not access social networking sites of students – if you believe that there is bullying on a student’s social networking site inform the student’s Form Tutor and if you believe that there are safeguarding issues contact the Designated Safeguarding Lead (DSL)
- e. Do not discuss students, their parents, other parents, friends, colleagues, subcontractors, suppliers, partners or ICS staff on your social media page

v) Professional Social Media Sites

Many social networking sites, such as Twitter, can be a good way of sharing information with a class and engaging in wider debate. Nevertheless, we strongly recommend to avoid using such sites. In case you cannot avoid doing so, staff should:

- a. Gain permission from their line manager, principals, head of school, general manager and inform the Online Manager before creating the page, group or account
- b. Ensure that, if a group such as a Facebook group is set up, it is set up so that the administrator can access the student’s personal social network accounts and only with parental written permission
- c. Ensure that all tweets/comments are related to the subject/department
- d. Ensure that all tweets/comments are professional in language
- e. Moderate the page to ensure that no offensive comments are posted.
- f. Equip students to stay safe online, both in school and outside
- g. Be aware of the risks posed by the online activity of extremist and terrorist groups.

vi) What to do if you have concerns about an adult in school’s relationship with a child

- a. ICS requires disclosure by members of staff of any wrongdoing or alleged wrongdoing, including any incidents arising from alternative employment or incidents outside work which may have a bearing on the member of staff's employment with the school.
- b. If you have concerns that an adult in school is behaving inappropriately towards a student, then these concerns should be passed on immediately to the Principal or the Head of School. If the concerns are about the Head of School, Principal, DSL or Deputy DSL please pass them to the Designated Safeguarding Board Member or directly to the Local Area Designated Officer

(LADO). If the concerns are about any member of the Advisory Board, pass the information directly to the LADO.

vii) Staff Interaction with students

- a. Do not abuse your position of trust
- b. Do not single out students for special attention
- c. Report to a line manager any gift received that you believe to be inappropriate
- d. Report to a line manager any indication that a student may have an infatuation with you
- e. Do not have secret social contact with young people or their parents
- f. Do not have sexual relations with, communicate in a sexually suggestive manner to, make sexual comments about, or discuss your own sexual relationships with a young person
- g. Do not indulge in physical horseplay
- h. As a general principle, do not make physical contact with students. Staff do however, have the right to use reasonable physical force to restrain students in certain circumstances and if there is need to protect them from danger. See appendix 2 for further advice on physical contact and the ICS policy on Physical Contact and Restrictive Intervention policy.
- i. Report to your line manager any physical contact from either party that may be misconstrued
- j. If a practical lesson requires physical contact with a student, explain the reason for the contact first and seek consent. See Appendix 2 for further advice on physical contact.
- k. In a 1:1 situation for all primary pupils/students, safe practice for teachers and therapists will require that the door has a window into the room where the pupil is always visible during their meeting. In the case of secondary pupils/students, when the 1:1 teaching or therapeutic relationship is first established, students can choose to work with the door open or shut, and are informed of whom they can speak to if, at any point, they feel uncomfortable in a session - namely the DSL and DDSLs. Staff in any 1:1 situation must be aware of their own risks being alone with a child and can speak to the school principal regarding additional control measures to safeguard themselves and their students. Parental written permission is required before the student has a 1:1 session.
- l. Private tutoring of students should only occur on site, after school, from 4.30 pm 5.30 pm. Under no circumstances, should tutoring take place at the student's home

viii) Personal contact with students

Members of staff (teaching and non-teaching) have a legal power to use reasonable force to:

- a. Prevent a student committing a criminal offence
- b. Prevent a student injuring themselves or others
- c. Prevent a student from damaging property
- d. Maintain good order and discipline.

ix) When a student leaves school

- a. Staff members will not have any current or former students on their personal social network accounts, in accordance with their position of trust at the school.
- b. Personal email addresses should not be given to students under any circumstances and communication with former students must not be reinforced by staff.
- c. Staff members will not have any ICS Ltd contractual obligation nor authorisation to communicate directly with a student, via any medium, once they have left school (or if the student has left the school).
- d. Any requirement to communicate with a former student (or the parents of a former student) should first be addressed to your school co-ordinator, or Principal. This request will then be referred to the Head of School, whose decision shall be final.

Members of staff should never put themselves at risk. Members of staff should not place themselves in a position where they are blocking a student from being able to leave a room. Physical contact may be appropriate where a student is in distress and needs comforting. Members of staff must use their own professional judgement when they feel a student needs this kind of emotional support and permission should be asked beforehand. Members of staff should read the school's full Physical Contact and Restrictive Intervention policy for more details.

References

[Department for Education Teachers' Standards \(July 2011\)](#)

Other links to ICS documents:

ICS 2018 – 2019 HR Staff Handbook

ICS Physical Contact and Restrictive Intervention policy



I have read and understood the ICS Ltd Code of Professional Conduct, the ICT Policy including Online Safety and the ICS Ltd Social Media Policy.

NAME: _____

SIGNATURE: _____ DATE: _____

APPENDIX 1

Grooming

Those in education who sexually abuse tend to give attention to and show affection to potential victims, behaving in a manipulative and coercive manner rather than using violence. They use and abuse their position of trust and authority to befriend students and gradually desensitise them to individualised behaviour, facilitating offending and reducing the likelihood of disclosure. Some potential warning signs of sexual abuse in the context of education include:

- A student receiving special attention or preferential treatment
- Excessive time spent alone with a student outside of the classroom
- Frequently spending time with a student in private or isolated areas
- Transporting a student possibly to or from school
- Making friends with a students' parents and visiting their home
- Acting as a particular student's 'listening ear'
- Giving small gifts, money, toys, cards, letters to a student
- Using texts, telephone calls, emails or social networking site to inappropriately communicate with a student
- Being overly affectionate towards a student
- Being flirtatious or making suggestive remarks or comments of a sexual nature around a student
- Other students being suspicious and making jokes or references.

Grooming may also involve the parents of the victim so that the offender can gain their trust and approval. This will allow the offender to have greater access to the victim and enhanced ability to spend time alone with them. Parents are often pleased about the extra attention the teacher is giving their child, perceiving them as a positive authority figure and role model for their child.

However, offenders may also carefully groom victims by systematically separating them from family and peers. The offender may come to represent the closest relationship the victim has, particularly if the victim is socially isolated or emotionally vulnerable. In such cases, the victim may be reticent to give up what he or she views as a 'loving' relationship. Once isolated, victims are more easily exploited and manipulated into sexual relationships.

Appendix 2

Physical Contact

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child. Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should therefore, use their professional judgement at all times. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the manager and recorded. Where appropriate, the manager should consult with the Local Authority Designated Officer (the LADO). Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries. A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. Pupils with disabilities may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupil's needs, consistently applied and open to scrutiny.

Other activities that require physical contact In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury. Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil. Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer. It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.