

Safer Care and Professional Code of Conduct

Head teacher signature:

[Signature]

Chair of Governors signature:

[Signature]

Review date:

September 2022



Thomas Buxton
Primary School
Learning Together



Our Vision and Values

"We respect each other
and we are a caring,
sharing school"
Thomas Buxton pupil

Our School Vision

Thomas Buxton Primary School will work with everyone to create a **happy, safe** and **stimulating** setting where children are motivated to **learn together**. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter **opportunities** and **challenges** with **resilience** and **determination**. We encourage a **curiosity** about the world and strive to ensure that our children will contribute **positively**, now and in the future.



contribute



respect

Our School Values

CREATE

Contribute We can all make this an exciting place to learn, discover and create.

Respect Treat everyone in our school equally, in everything we say and do.

Enjoy Celebrate our love of learning and recognise effort and achievement.

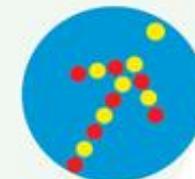
Aspire Aim high to ensure that everyone fulfils their potential.

Team Work Our collaborative culture ensures children, families and staff and learn together.

Enquire Ask questions, take risks, nurture curiosity and make discoveries.



enjoy



aspire



enquire



team work

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Thomas Buxton Primary School

Safer Care and Professional Code of Conduct

Aims, Scope and Principles

- This policy aims to set and maintain standards of conduct that we expect all staff to follow.
- By creating this policy, we aim to ensure our school is an environment where everyone is safe, happy and treated with respect.
- Many of the principles in this code of conduct are based on the [Teachers' Standards](#). All school staff have an influential position in the school community, 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.
- We expect all support staff, governors and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.
- All staff are expected to demonstrate the core values of the school in how they conduct themselves in their role within the school community.
- Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.
- Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the school and its pupils.

Legislation and guidance

- We are required to set out a staff code of conduct under regulation 7 of [The School Staffing \(England\) Regulations 2009](#).
- In line with the statutory safeguarding guidance '[Keeping Children Safe in Education 2021](#)', we should have a staff code of conduct, which should cover acceptable use of technologies, staff/pupil relationships and communications, including the use of social media.

1. Introduction

- 1.1 The governing board of Thomas Buxton Primary School will foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff, volunteers and governors to abide by it. All staff, governors and volunteers have a duty to keep pupils 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 adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgment. Following this Code of Conduct will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils.
- 1.2 Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. A member of staff who, in good

faith, “whistle blows” or makes a public interest disclosure will have the protection of the relevant legislation.

- 1.3 This Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils in their charge.
- 1.4 Teachers are required to comply with the Teachers’ Standards in force from September 1st 2015, in particular Part 2 Personal and Professional Standards.
- 1.5 This Code of Conduct forms part of the school’s disciplinary rules for staff. A serious breach of the Code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning.
- 1.6 Where an allegation of abuse is made against a member of staff the governing body will follow the guidance set out in “**Keeping Children Safe In Education 2021**”. This guidance is about managing allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It will be used where it is alleged that a member of staff or a volunteer or a governor has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or,
 - behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

2. Principles of Professional Practice

- 2.1 All staff, governors and volunteers as appropriate to the role and/or job description of the individual, must:
 - Put the wellbeing, development and progress of children and young people first.
 - Take responsibility for maintaining the quality of teaching practice.
 - Help children and young people to become confident and successful learners.
 - Demonstrate respect for diversity and promote equality.
 - Strive to establish productive partnerships with parents and carers.
 - Work as part of a whole-school team.
 - Cooperate with other professional colleagues.
 - Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession.

3. Confidentiality

- 3.1 Staff will abide by the requirements of the General Data Protection Regulations 2018 and follow the school’s policy on managing data in any form.

- 3.2 Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil.
- 3.3 There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities.
- 3.4 Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.
- 3.4 If a member of staff is in any doubt about the storage of sharing of information s/he should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior management.

4. Sexual Contact with Children and Young People and Abuse of Trust

- 4.1 Any sexual behaviour by a member of staff, volunteer or governor with/or towards a child or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. All adults working in the school who have contact with pupils are in positions of trust. The Sexual Offences (Amendment) Act 2000 specifically established a criminal offence of the abuse of trust in relation to teachers and others who are in relationship of trust with 16 - 18 year olds. (Please note The Sexual Offences (Amendment) Act 2000 is still subject to change.)
- 4.2 Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children' defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".
- 4.3 There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person, and manipulate that relationship so that sexual abuse can take place. Staff and volunteers should be aware that conferring special attention and favour upon a pupil might be construed as being part of a 'grooming' process, which is a criminal offence.
- 4.4 A relationship between a member of staff, a volunteer or a governor and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of pupils and all adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification. It is important to recognise that women as well as men may abuse a position of trust.

5. Infatuations and Crushes

5.1 Adults must recognise that a pupil may be strongly attracted to a member of staff or volunteer and/or develop a heterosexual or homosexual infatuation. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, should report this without delay to a senior colleague so that appropriate action can be taken. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations. Whilst the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognise their particular vulnerability to adolescent infatuation.

5.2 Examples of situations which must be reported are given below:

- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust.
- Where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
- Where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- Where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship.

6. Gifts

6.1 It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

6.2 Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism.

7. Social Contact

7.1 Adults in school should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the adult should exercise her/his professional judgment in making a response and be aware that such social contact could be misconstrued.

- 7.2 Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed with senior management.

8. Physical Contact and Personal Privacy

- 8.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. 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 pupil.
- 8.2 Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported.
- 8.3 Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEND or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and, so far as is possible, use a level of contact which is acceptable to the pupil for the minimum time necessary.
- 8.4 There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.
- 8.5 Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.
- 8.6 Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil 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 pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.
- 8.7 Pupils 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 pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.
- 8.8 Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

9. Behaviour Management and Physical Intervention

- 9.1** All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating pupils by overweening physical presence is not acceptable in any situation.
- 9.2** The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil 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. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The school has a separate policy on the use of physical intervention which forms part of this Code of Conduct. **Where positive handling is required to maintain the safety of a child or others, only those staff who are Team Teach trained and accredited as such shall initiate procedures. Other staff may be asked to support and will be directed by the accredited Team Teach lead.**
- 9.3** All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

10. One to One Situations and Meetings with Pupils

- 10.1** Staff working in one to one situations with pupils are more vulnerable to allegations. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.
- 10.2** Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless approval is obtained from their parent/guardian and the headteacher or other senior colleague with delegated authority.

11. Transporting Pupils

- 11.1** In certain situations e.g. out of school activities, staff, volunteers or governors may agree to transport pupils. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible public transport assistance should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

- 11.2 Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

12. Educational Visits and School Clubs

- 12.1 Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. The school has a policy on educational visits which forms part of this Code of Conduct.

13. Curriculum

- 13.1 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.
- 13.2 The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff.
- 13.3 The governing body is required by law to have a policy on sex and relationships education and it forms part of this Code of Conduct.

14. Photography, Film and other Creative Arts

- 14.1 Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The General Data Protection Act 2018 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child for any images made such as those used for school web sites, productions or other purposes.
- 14.2 Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place. Pupils who have been previously abused in this way may feel threatened by the use of photography, filming etc in the teaching environment.
- 14.3 Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

14.4 Using images of pupils for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

14.5 When using a photograph or film clip, the following guidance must be followed:

- staff should not use their personal phones or mobile devices to photograph or film children.
- if the photograph is used, avoid naming the pupil
- if the pupil is named, avoid using the photograph
- images must be securely stored and used only by those authorised to do so.
- 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 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 the images made
- do not make images in one to one situations.
- do not take, display or distribute images of pupils unless there is consent to do so.

The school has additional guidance on the use of images which includes a consent form. The guidance forms part of this Code of Conduct.

Personal property of a sexually explicit or violent nature such as books, magazines or videos must not be brought into or stored on the school premises.

15 Internet Use

15.1 The school has a separate policy on internet use, electronic communication and security which forms part of this Code of Conduct.

15.2 Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and will lead to criminal prosecution and will result in barring from work with children and young people.

16 Sharing Concerns and Recording Incidents

16.1 All staff, volunteers and governors must be aware of the school's child protection procedures. Staff, volunteers and governors must be vigilant and share concerns and report incidents. Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following "Red Flag Behaviours" give indications of the kinds of situations which should be shared with a senior member of staff.

An adult who:

- Allows a pupil/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat pupils fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a pupil or pupils
- Appears to have special or different relationships with a pupil or pupils
- Seems to seek out unnecessary opportunities to be alone with a pupil

17 Child Safeguarding Competences for staff and volunteers who work with Children and Young People

The following competences are necessary:

- Emotional Awareness
 - Aware of the range of emotions in self and others
 - Demonstrates empathy for the concerns of others
 - Listens to and understands directly and indirectly expressed feelings
 - Encourages others to express themselves openly
 - Manages strong emotions and responds constructively to the source of problems
 - Listens to personal comments without becoming defensive
 - In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down
 - Has a range of mechanisms for dealing with stress, can recognise when to use them and does so
 - Shows respect for others' feelings, views and circumstances
- Working within Professional Boundaries
 - Demonstrates professional curiosity
 - Accepts responsibility and accountability for own work and can define the responsibilities of others
 - Recognises the limits of own authority within the role
 - Seeks and uses professional support appropriately
 - Understands the principle of confidentiality
- Self-awareness
 - Has a balanced understanding of self and others
 - Has a realistic knowledge of personal strengths and weaknesses
 - Can demonstrate flexibility of approach
 - Shows a realistic appreciation of the challenges of working with this client group
- Ability to Safeguard and promote the welfare of children and young people

- Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
- Has a good understanding of the safeguarding agenda
- Can demonstrate an ability to contribute towards a safe environment
- Is up-to-date with legislation and current events
- Can demonstrate how s/he has promoted 'best practice'
- Shows a personal commitment to safeguarding children

18 Conduct outside of work

Employees must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community. Criminal offences that involve violence or possession or misuse of drugs or sexual misconduct are likely to be regarded as unacceptable and may be dealt with under the School's Disciplinary Policy as Gross Misconduct. Employees must exercise caution when using information technology and be aware of the risks to themselves and others.

If at any time during their employment with the school a member of staff is convicted or receives a caution reprimand or warning from the police for any reason they must advise the Headteacher immediately. Failure to do so may result in formal disciplinary action which could be considered gross misconduct.

19 Dress and Appearance

- Dress and appearance are matters of personal choice and self-expression. However, staff should consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

20 Alcohol and Drugs Misuse

The School has a policy on Substance Misuse in the Workplace which is aimed at ensuring that all employees are aware of their responsibilities regarding alcohol and drugs at work. Those representing the School are personally liable for their conduct, specifically in relation to consumption of drugs and alcohol. Inappropriate behaviour as a result of substance misuse will be dealt with under the relevant policy e.g. Conduct and Discipline, Capability.

21 Professional Expectations

The statements below demonstrate the professional expectations of ourselves and each other

21.1 Responsibility towards children

- Children's well-being and learning are at the centre of everything we do
- Our children learn in a safe, secure and happy environment, which has an awareness of their differing needs, styles, abilities and interests
- We inspire children to enjoy and value learning, encouraging their creativity and independence
- We engage children in learning through a variety of ways - drama, role playing, physical activities and circle games
- We talk to children in a respectful, polite manner with firmness of intent
- We inspire children by being positive role models at all times
- We equip children with the skills to face challenges with confidence and develop resilience
- We promote healthy lifestyles that are reflected in the high standards of teaching and learning in school

21.2 Commitment to children

- Every child is entitled to a consistent, positive school experience to allow them to reach their potential. We are committed to:
- High quality and consistent teaching and learning
- Helping them build positive relationships with adults and their peers
- Creating a safe environment based on trust and a positive attitude
- Developing enjoyment of learning that stays with them
- Encouraging confidence in themselves, valuing everybody and encouraging them to develop a sense of self-worth.

21.3 Professional standards

- We take very seriously our responsibility for the wellbeing, development and progress of children and for fostering confidence, respect and cooperation with parents and the wider community
- As professionals, we understand our individual actions speak louder than our words to children, colleagues and the community. As a school, we are accountable through our actions, observations of teaching and learning, action plans and the school development plan
- We are responsible for putting our professional development and training opportunities into practice
- The shared language of our school is English. We use quality Standard English to enhance our children's life chances and their access to learning
- While having respect for home languages, we will use them only to support learning. Everyone must speak the same language so no one feels excluded

- We will not shout at children
- Our physical appearance reflects our professionalism, so we wear only smart and modest clothing.

21.4 Partnerships with parents and the wider community

- Parents are the biggest influence on a child's life therefore their support and involvement is paramount in raising standards. We always make time to talk to parents and carers about their child's progress and well being
- We encourage parents and the wider community to feel welcome here and get involved in school life
- Our actions and words will demonstrate our commitment to working in partnership with our families
- We will develop links and work in partnership with the community for the benefit of our pupils.

21.5 Timekeeping/Deadlines/Working relationships...

Gossip within and about school is unprofessional behaviour because...

- It doesn't help team morale, and therefore can impact on children's education.
- It serves no purpose in creating a positive and confidential working environment.
- It breaches confidentiality.

21.6 Meeting deadlines is a key feature of a strong team because...

- The smooth running of the school and your teaching practice.
- It supports those you work with and aids efficiency.
- It ensures progress.
- Helps the team grow stronger.
- It helps to maintain a healthy work/life balance by setting realistic deadlines.

21.7 Punctuality is a key feature of a strong team because...

- We rely on each other to be on time and to ensure the team feel united and equal and to continue to have a strong work ethos throughout all staff.
- It shows respect and enables a group to work effectively and succeed.
- Other people can rely on you.
- Shows commitment and dedication.
- It ensures the smooth running of the school, a shared workload and it sets a good example.

21.8 Positive working relationships are key because...

- It helps build team relationships and impacts positively on children's development.
- It promotes a positive working and learning environment and a happier place to be in.
- A strong team ensures high quality performances and equality throughout

I understand and will abide by the Safer Care and Professional Code of Conduct Policy and accept that failure to do so may result in this document being referred to, if disciplinary matters arise against me.

Name

Signature

Date



.....
Mrs Lorraine Flanagan
for and on behalf of Thomas Buxton Primary School
(Headteacher)