



Greenfields School Staff Code of Conduct 2025-2026

Implemented	By Whom	Last Review	By Whom	Next Review
June 2025	R.Hill	September 2025	R. Redman and C.Singh	September 2026

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
10/09/24	1	Jenifer Parry	Review and amendment
05/06/25	2	Rebecca Hill	Review and amendment
09/09/25	3	Rhys Redman	Review and amendment
03/10/25	4	Creslyn Singh	Review and update

Mission Statement

Preparing learners for the future by providing a sustainable outstanding educational experience where all learners realise pursue and achieve their full potential, enabling them to thrive as adults.

About the school:

Greenfields School is an independent school and was registered with the Welsh Assembly Government in June 2006. It aims to provide a positive and supportive educational environment for all its learners. Through a process of creating a safe learning space, building effective teacher-learners relationships and identification of individual learning needs, the School aims to prepare its learners for their future by providing them with opportunities to gain qualifications and participate in work and college placements.

The majority of the learners in our care have a history of school exclusion or disruption prior to admission and thus have not been able to manage their behaviour in a formal educational setting. They are often vulnerable and 'at risk' with severe emotional and behavioural difficulties which has impaired their ability to be educated alongside larger peer groups.

The education offered at the Greenfields School is individualised and tailored educationally to meet the needs of each learner. We aspire to prepare young people for the future by providing a sustainable outstanding educational experience where all learners realise, pursue and achieve their full potential, enabling them to thrive as adults.

At the Greenfields School we aim to:

- Encourage learners to participate in their own education
- Help learners to value and enjoy their educational experience
- Provide a safe, secure learning environment to allow progression
- Remove barriers to learning
- Help learners to achieve their potential across the curriculum
- Assist learners to develop the skills for positive social interaction
- Prepare learners for their next step and success in adult life
- Offer opportunities that compensate for earlier missed experiences
- Encourage learners to invest in their own future development

Overview

Greenfields School seeks to provide a safe and supportive environment, which secures the well-being and very best outcomes for learners in our care.

This document should clarify what is expected in terms of professional behaviour; it gives clear advice about what constitutes unprofessional behaviour and what might be considered as misconduct. It also describes safe practice and which behaviours should be avoided.

There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action already taken or proposed.

Core Principles

- The welfare of learners is paramount.
- Staff are responsible for their own actions and behaviour and should avoid any conduct that would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any incidents and of decisions made/further actions agreed.
- Staff should apply the same professional standards in keeping with the School's Equality Policy.
- All staff should know the name of their designated person for learner protection (Jennifer Parry, Headteacher and Gareth Brenton, Deputy Head), be familiar with learner protection arrangements and understand their responsibilities to safeguard and protect learners.

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- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

The aim is to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct. This guidance has been produced to support staff in conducting themselves in a professional manner.

This means that these guidelines:

- *Apply to all adults working in education settings whatever their position, roles, or responsibilities.*

Duty of Care

Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect learners from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part, created through the development of respectful, caring and professional relationships between staff and learners and behaviour by staff that demonstrates integrity, maturity and good judgement.

There are legitimate high expectations about the nature of the professional involvement of staff in the lives of learners. When individuals accept a role that involves working with learner and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers have a duty of care towards their employees, which requires them to provide a safe working environment for staff and guidance about safe working practices.

This means that staff should:

- *understand the responsibilities, which are part of their 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 learner's best interests*
- *avoid any conduct which would lead any reasonable person to question their motivation and intentions*
- *take responsibility for their own actions and behaviour*

This means that Greenfields School should:

- *ensure that safeguarding procedures are in place and adhered to*
- *ensure that systems are in place for concerns to be raised*
- *ensure that adults are not placed in situations which render them particularly vulnerable*

Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or act in the best interests of the learners which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the learner in their charge and in so doing, will be seen to be acting reasonably.

This means that where no specific guidance exists staff should:

- *Discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest 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*

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Power and Positions of Trust

All adults working with learners in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a learner cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people; staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

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

Where a person aged 18 or over is in a position of trust with a learner under 18, it is an offence for that person to engage in sexual activity with or in the presence of that learner, or to cause or incite that learner 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 staff should not:

- *use their position to gain access to information for their own advantage and/or a learners' or family's detriment*
- *use their power to intimidate, threaten, coerce or undermine learners*
- *Use their status and standing to form or promote a relationship with a learner, which is of a sexual nature.*
- *Attempt to initiate a relationship with ex-learners, which is of a sexual nature.*
- *Share overly personal information with learners.*

Confidentiality

Members of staff may have access to confidential information about learners in order to undertake their everyday responsibilities. In some circumstances, staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a learner or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the learners.

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

There are some circumstances in which a member of staff may be expected to share information about a learner, for example, when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on immediately, but only to those with designated learner protection responsibilities.

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

Adults need to be aware that although it is important to listen to and support learners, they must not promise confidentiality or request learners to do the same under any circumstances. Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior leader immediately.

This means that staff:

- *Are expected to treat information they receive about learners in a discreet and confidential manner.*
- *in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff*
- *Need to be cautious when passing information to others about a learner.*
- *Need to know to whom any concerns or allegations should be reported*

Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of learners. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, learners and the public in general. Use of offensive language should not be used within school.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting so it is important to exercise due care and attention when both inside & outside of the school environment. Staff will conduct themselves in a professional manner being respectful of management and company decisions.

This means that staff should not:

- *Behave in a manner, which would lead any reasonable person to question their suitability to work with learners or act as a role model.*
- *Drink alcohol with current learners in public or private places, nor purchase alcohol for learners.*
- *Drink alcohol when supervising learners or on school trips. This applies even when there are no learners present, as the member of staff may be called to act if an emergency occurs.*
- *Make inappropriate remarks to a learner (including email, text messages, phone or letter etc.)*
- *discuss their own sexual relationships with or in the presence of learners*
- *discuss a learners' 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)*

Staff must:

- *Be aware that their behaviour in their personal lives may influence upon their work with learners.*
- *Refrain from using offensive language.*
- *Behave in a professional manner and respectful of management team & company decisions.*

Dress and Appearance

Staff should consider the manner of dress and appearance appropriate to their professional role. We require learners to be smart in their uniform. A professional appearance is expected at all times for staff. 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. Appropriate personal presentation is expected of staff.

This means that staff should ensure their appearance and clothing:

- *Promotes a positive and professional image*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *Clothing should be suitable to wear should you need to be involved in a physical restraint*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise contentious slogans*
- *Jewellery should be considered to ensure it could not cause injury if involved in a restraint*
- *Be mindful of neck attire such as ties/scarves to ensure they could not be tightened around neck area.*

Gifts

Staff should be aware of the school's policy regarding arrangements for the declaration of gifts received and given.

Staff need to take care that they 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 learners or people with parental responsibility wish to pass small tokens of appreciation to staff, for example 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. Any member of staff concerned about whether they or their colleagues

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may be at risk of giving or receiving a bribe (financial or otherwise) should contact the Headteacher. Any member of staff receiving gifts or entertainment must disclose.

Members of staff may not give personal gifts to learners. It is acceptable for staff to offer prizes of small value in certain tasks or competitions.

This means that staff 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 learner 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 learners equally.*

Infatuations

Staff need to be aware that it is not uncommon for learners to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff who becomes aware that a learner may be infatuated with themselves or a colleague should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

This means that staff should:

- *Report to senior colleagues any indications (verbal, written or physical) that suggest a learner may be infatuated with a member of staff.*
- *Be mindful if they are alone in a room with a learner. Leave the door open if you have to.*

Personal Living Space

No learners 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 people with parental responsibility and senior leaders or the home has been designated by the organisation or regulatory body as a work place e.g. care homes

This means that staff should:

- *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
- *be mindful of the need to maintain professional boundaries*

Communication with learners

(Including the use of technology)

Communication between learners 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. Adults should not share any personal information with learners. They should not request, or respond to, any personal information from the learners, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with learners to avoid any possible misinterpretation of their motives or any behaviour that could be construed as grooming. They should not give their personal contact details to learners including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior leadership and people with parental responsibility. E-mail or text communications between an adult and learners 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.

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Be aware that actions that bring the school into disrepute could lead to disciplinary procedures being taken.

This means that staff should:

- *Only give their personal contact details to learners, including their mobile telephone number, for professional reasons and with the knowledge of their line manager.*
- *communicate with learners in an appropriate and professional manner, making sure that people with parental responsibility have given permission for this form of communication to be used*
- *only contact learners for professional reasons*
- *not use internet or web-based communication channels to send personal messages to a learner*
- *Not to have images of learners stored on personal cameras, devices or home computers.*
- *Not make images of learners available on the internet, other than through the school network/website, without permission from people with parental responsibility and senior teachers.*
- *Be cautious in their contact with ex-learners, as there is still a professional relationship and there may be contact with current learners.*

Social Contact

Staff should not establish or seek to establish social contact with learners, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a learner seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response but should always discuss this with a senior leader. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming.

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

This means that staff should:

- *have no secret social contact with learners*
- *consider the appropriateness of the social contact according to their 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 they have with a learners or parent which may give rise to concern*
- *Report and record any situation, which they feel, might compromise the school or their own professional standing.*

Social Networking Sites and Online Gaming

Greenfields School staff may use social networking sites for personal use. However, the school requires that profile and photos of the member of staff are 'locked down' as private so that learners or people with parental responsibility do not have access to your personal data or images.

Staff must deny current or recent learners' access to your profile so you do not put yourself in a vulnerable position. If a learner does gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior management should be informed immediately.

Staff should be aware that they leave themselves open to a charge of professional misconduct if images of a member of staff in a compromising situation are made available on a public profile by anyone.

Where relationships exist between staff and those who are also "parents" at the school, or personal friends who are "parents", social networking is acceptable but caution must be exercised so that professional standards are maintained and staff do not compromise themselves or the school.

This means that staff should:

- *Lock down their profile to ensure that data and images are not freely available. Seek advice if you are unsure how to do this.*

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- *Do not permit current and recent learners or people with parental responsibility 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*

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with learners, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with learners this should be in response to their needs at the time, of limited duration and appropriate. Staff should use their professional judgement at all times about the appropriateness of any physical contact.

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 could be misinterpreted, the incident and circumstances should be made clear to senior staff.

Physical contact, which occurs regularly with individual learners, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to learners 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 staff should:

- *be aware that even well-intentioned physical contact may be misconstrued by the learners, an observer or by anyone to whom this action is described*
- *never touch a learner in a way which may be considered indecent*
- *always be prepared to explain actions and accept that all physical contact be open to scrutiny*

This means that Greenfields School should:

- *Ensure they have a system in place for recording serious incidents and the means by which information about incidents and senior leadership can easily access outcomes.*
- *Provide staff, on a "need to know" basis, with relevant information about vulnerable learners in their care.*

Physical Education and other activities that require physical contact.

Some staff will on occasions have to initiate physical contact with learners in order to support learners 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 learners' 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). Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the learners.

This means that staff should:

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

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 learners, 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 learners concerned and sensitive to the potential for embarrassment. Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the learners.

This means that staff should:

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- *avoid any physical contact when learners 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*
- *Ensure premises are suitable before booking – Outdoor education/PE/Swimming.*
- *learners are offered the opportunity to change privately*
- *Staff will take it in turns to get changed to ensure group is not left unsupervised.*

Learners in Distress

There may be occasions when a distressed learner 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.

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 leader.

This means that staff should:

- *consider the way in which they offer comfort to a distressed learner*
- *always tell a colleague when and how they offered comfort to a distressed learner*
- *Record situations that may give cause for concern.*

Behaviour Management

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

This means that staff should:

- *not use force as a form of punishment*
- *try to de-escalate situations before they escalate*
- *keep people with parental responsibility informed of any sanctions*
- *Adhere to Greenfields School Behaviour policy.*

Care, Control and Physical Intervention

Staff may legitimately intervene to prevent a learner 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.

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

This means that staff should:

- *always seek to defuse situations*
- *Always use minimum force for the shortest period necessary.*
- *Staff to attend MAYBO training and uphold their refreshers.*
- *Ensure any RPI's are correctly recorded.*

Sexual Contact with Learners

Any sexual behaviour by a member of staff with or towards learners is both inappropriate and illegal. The same laws as adults in relation to non-consensual sexual behaviour protect learners. Specific legal provisions regardless of whether the learner or learners consent additionally protect them or not. This includes the prohibition on adults in a position of trust (see Section 5).

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The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing a learner to engage in or watch sexual activity or the production of pornographic material.

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 learner, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a learner might be construed as being part of a 'grooming' process, which is an offence.

This means that staff should:

- *Not pursue sexual relationships with learner and young people either in or out of school.*
- *Avoid any form of communication with a learner or learners that could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.*

One to One Situations

Staff working in one to one situation with learner and young people are more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and learners are met.

Pre-arranged meetings with learners away from the school premises should not be permitted unless approval is obtained from their parent and the Headteacher or other senior colleague with delegated authority.

This means that staff should:

- *avoid meetings with learners in remote, secluded areas of the school*
- *ensure there is visual access and/or an open door in one to one situation*
- *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 learner becomes distressed or angry to a senior colleague*
- *Consider the needs and circumstances of the learners involved.*

Transporting Learners

In certain situations, for example out of school activities, staff or volunteers may agree to transport learners, provided the Headteacher has approved this. 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.

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

This means that staff should:

- *plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements*
- *ensure that they are alone with a learner for the minimum time possible*
- *be aware that the safety and welfare of the learner is their 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 their behaviour and all arrangements ensure vehicle, passenger and driver safety*
- *Consider any specific needs that the learner may have.*
- *Take into consideration any additional risk assessments depending on learner/ current safety guidance etc*

Extra-curricular activities

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

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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, staff remain in a position of trust and need to ensure that their 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. Learners, staff and people with parental responsibility should be informed of these prior to the start of the trip.

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

This means that staff should:

- *always have another adult present in out of school activities, unless otherwise agreed with senior staff in the school*
- *undertake a risk assessment*
- *have parental consent to the activity*
- *Ensure that their behaviour remains professional at all times.*

First Aid and Administration of Medication

The school has a trained First Aiders and an administration of medication policy, which must be adhered to at all times.

This means that staff should:

- *Complete necessary training and refreshers to remain up to date.*
- *Remain calm and professional in situations.*
- *Consult with colleagues where any variation from agreed procedure/ plan is necessary*
- *Ensure they know who the named First Aider is on site and on activities*

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 objectives.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to learners' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff. Some learners may have had traumatic experiences that could influence this area of discussion and may need therapy to lead in this area.

Care should also be taken to abide by the school policy on sex and relationships education and the wishes of people with parental responsibility. People with parental responsibility have the right to withdraw their learners from all or part of any sex education provided (not Science aspects)

This means that staff should not:

- *Enter into or encourage inappropriate or offensive discussion about sexual activity.*

This means that staff should:

- *Have areas of possible sensitivity acknowledged on their schemes of work.*
- *Know the learner's backgrounds.*

Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, school activities, for publicity, or to celebrate achievement. Staff need to be understanding not all learners will want to be in images, sometimes work can be captured or images without their faces.

Using images of learners for the school's publicity purposes has already had the consent of people with parental responsibility through the Home-School Agreement. Images should not show faces or be identifiable on websites or in publications.

This means that staff 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 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 learners in their possession*
- *Use school devices to capture learners' images.*

This means that staff should not:

- *Have images of learners stored on personal cameras, devices or home computers.*
- *Make images of learners available on the internet, other than through the school network/website/Seesaw with permission from people with parental responsibility and senior teachers.*

Internet Use

Greenfields School has a clear policy about access to and the use of the Internet. Please refer to the acceptable use of Internet policy for further guidance. Under no circumstances should adults in the school access inappropriate images. Accessing pornography or indecent images on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with learners and young people. Staff should ensure that learners use the equipment responsibly and that appropriate measures are in place to safeguard learners. Using school equipment to access inappropriate or indecent material, including adult pornography, would normally lead to disciplinary action, particularly if as a result learner might be exposed to inappropriate or indecent material.

This means that staff should:

- *Report any usage that is deemed inappropriate.*
- *Adhere to the policies around internet safety, anti-bullying & safeguarding.*
- *Only use the internet for work purposes.*
- *Complete relevant training in this area.*
- *Ensure learners access the internet responsibly.*

Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Please refer to the school/Caretech Whistle Blowing Policy. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior leadership and/or relevant external agencies. This is particularly important where the welfare of learners may be at risk.

This means that staff should:

- *Report any behaviour by colleagues that raises concern to your manager.*
- *Report any behaviour/practice that you feel cannot be dealt with by your manager and feel is a concern ring 08009998247*

Sharing Concerns and Recording Incidents

All staff should be aware of the school's learner protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to 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 a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent could avoid any misunderstanding.

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

This means that staff:

- *Should be familiar with Greenfields School Safeguarding procedures & use BehaviourWatch to record & notify management.*

Greenfields, Forge Road, Bassaleg, Newport, South Wales, NP10 8AT
,The Cambian Group

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- *Should 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/whistleblowing Policy for further information.*

Appendix – To be kept in personnel file

Staff Code of Conduct Policy Staff implementation:

- *I acknowledge that I have read and understood the contents of the staff code of conduct policy.*
- *I acknowledge that by signing this form I hereby agree to abide by the contents of this policy and procedures as part of my working practices whilst in the employ of Caretech Learners' Services, and associated subsidiary holdings.*
- *I acknowledge that breach of company policy can amount to employee misconduct, and may lead to disciplinary action being taken against me.*

Signature of Staff:

Signature of Headteacher: