



LANGTOFT PRIMARY SCHOOL

Code of Conduct Policy 2026



Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 36 (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

At Langtoft Primary School, safeguarding and promoting the welfare of children is everybody's responsibility. Every member of staff, volunteer, governor, contractor and visitor has a role in protecting children from harm and ensuring that their welfare remains paramount at all times.

This Code of Conduct reflects:

- Keeping Children Safe in Education 2026 (KCSIE)
- Working Together to Safeguard Children
- Teachers' Standards
- Equality Act 2010
- Human Rights Act 1998
- Guidance for Safer Working Practice for Adults who Work with Children
- Data Protection legislation
- DfE Online Safety and Artificial Intelligence guidance

All adults working on behalf of Langtoft Primary School must act in accordance with this Code, school policies and safeguarding legislation.

As a Rights Respecting School, all staff act as Duty Bearers and uphold the United Nations Convention on the Rights of the Child (UNCRC), ensuring children are listened to, respected and protected.

This policy sets out the expectations of all school staff, volunteers and governors of Langtoft Primary School and aims to:

1. Keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
2. Assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
3. Support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
4. Support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
5. Support safer recruitment practice;
6. Minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
7. Reduce the incidence of positions of trust being abused or misused.



We are required to establish procedures for the regulation of staff conduct under regulation 7 of [The School Staffing \(England\) Regulations 2009](#) and many of the principles in this code of conduct are based on the [Teachers' Standards](#).

In line with the statutory safeguarding guidance [Keeping Children Safe in Education](#), we should have a staff code of conduct, which should cover low-level concerns, allegations against staff and whistle-blowing, as well as acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications, including the use of social media (see *Online Safety and Acceptable Use Agreement policy and document*).

Staff will also need to be aware of relevant policies and procedures. Breaches of the guidance could result in criminal or disciplinary action being taken.

School Values

All adults are expected to model and promote the school's values:

Ambition • Independence • Cooperation • Consideration • Confidence • Resilience • Respect

Staff must demonstrate these values in their interactions with:

- Pupils
- Parents and carers
- Colleagues
- Governors
- External agencies
- Members of the local community

Safeguarding Culture

All staff must:

- Maintain a child-centred approach at all times.
- Understand that safeguarding is everyone's responsibility.
- Act immediately if concerned about a child.
- Maintain professional curiosity.
- Never assume someone else has taken action.
- Work in an open and transparent manner.
- Share concerns with the DSL without delay.
- Understand that a child's welfare is paramount.

In accordance with KCSIE 2026, all staff, including those who do not work directly with children, must read and understand Part One of KCSIE and receive appropriate safeguarding training.

Professional Conduct and Behaviour

Staff must:

- Demonstrate honesty and integrity.
- Uphold public trust in the profession.



- Act as positive role models.
- Maintain high standards of personal and professional behaviour.
- Treat all pupils with dignity, respect and fairness.
- Avoid favouritism.
- Never exploit a position of trust.
- Maintain appropriate professional boundaries.

Staff behaviour outside work must not bring the school or profession into disrepute.

Take responsibility for maintaining the quality of their teaching practice

- Ensure that areas of the curriculum which can include or raise subject matter which is sexually explicit or of an otherwise sensitive nature have been carefully planned and resourced. Where appropriate parental consent should be obtained prior to the lesson.
- Meet the professional standards for teaching relevant to their role and the stage they have reached in their career.
- Develop their practice within the framework of the school curriculum.
- Base their practice on knowledge of the subject area/s and specialisms, and make use of research about teaching and learning.
- Make use of assessment techniques, set appropriate and clear learning objectives, plan activities and employ a range of teaching methodologies and technologies to meet individual and group learning needs.
- Reflect on their practice and use feedback from colleagues to help them recognise their own development needs; actively seek out opportunities to develop their knowledge, understanding, skills and practice.

Help children become confident and successful learners

- Uphold children's rights and help them understand their responsibilities. Staff should actively carry out their role as a Duty Bearer as they promote the United Nations Convention on the Rights of the Child and facilitate children's access to it.
- Listen to children, consider their views and preferences, and involve them in decisions that affect them, including those related to their own learning.
- Have high expectations of all children, whatever their background or aptitudes, and find activities that will challenge and support them all.
- Promote children's confidence and self-awareness and celebrate their success.
- Communicate clear expectations about pupil behaviour and ensure pupils feel safe and secure.
- Help children prepare for the future by engaging with the implications of changes in society and technology.

Work as part of a whole-school team

Adults must:

- Develop productive and supportive relationships with all school colleagues.



- Exercise leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with contractual obligations and national standards.
- Uphold school policies and procedures, and raise any concerns about the life or running of the school in a responsible and appropriate way.
- Contribute to colleagues' learning and development.
- Participate in whole-school development and improvement activities.
- Recognise the important role of the school in the life of the local community and take responsibility for upholding its reputation and building trust and confidence in it.

Strive to establish productive partnerships

Adults must:

- Provide parents and carers with accessible and accurate information about their child.
- Involve parents and carers in important decisions about their child's education.
- Consider parents' and carers' views and perspectives.
- Follow school policies and procedures on communication with and involvement of parents and carers, including those that relate to sensitive areas such as attendance and exclusion.

Safer Working Practice

Adults must:

- Work in a manner that is open, transparent and accountable.
- Avoid situations where they are alone with a child unless necessary and approved.
- Ensure doors remain open or visibility is maintained where possible.
- Never engage in rough play, horseplay or inappropriate physical contact.
- Never use degrading, humiliating or intimidating language.
- Never exchange personal gifts with pupils.
- Never transport pupils in private vehicles without authorisation.
- Never share personal contact details.
- Never meet children outside school without prior authorisation.

Where physical intervention is necessary, staff must act in line with the school's Behaviour & Relationships Policy, Positive Handling procedures and statutory guidance.

Professional Boundaries

Staff are in positions of trust and must maintain professional boundaries at all times.

Staff must not:

- Form personal relationships with pupils.
- Communicate with pupils or parents through personal social media accounts.
- Share personal phone numbers.
- Exchange private messages.
- Create secret communication channels.



- Seek emotional dependency from pupils.

Any behaviour that could be interpreted as grooming or boundary-crossing will be treated as a safeguarding concern.

Child-on-Child Abuse

All staff must understand that children can abuse other children. This includes:

- Sexual harassment
- Sexual violence
- Online abuse
- Harmful sexual behaviour
- Initiation or hazing behaviours
- Upskirting
- Bullying
- Prejudice-based abuse

Staff must never dismiss behaviour as:

- "banter"
- "part of growing up"
- "boys being boys"

Such incidents must be challenged, recorded and reported immediately.

Online Safety, Technology and Artificial Intelligence

All staff must comply with the Online Safety Policy and Acceptable Use Agreement.

Staff must:

- Use school systems professionally.
- Protect confidential information.
- Follow data protection requirements.
- Maintain professional boundaries online.

Staff must not:

- Use personal messaging services to communicate with pupils.
- Use disappearing-message applications with pupils.
- Store safeguarding information on personal device
- Use personal devices (including smart watches) in the presence of pupils.

Artificial Intelligence (AI)

The school recognises the increasing use of AI technologies.

Staff must:

- Use approved AI tools responsibly.
- Verify all AI-generated content before use.



- Protect children from inaccurate or harmful AI-generated information.
- Never input confidential pupil information into public AI platforms.
- Consider risks posed by deepfakes, manipulated imagery and AI-generated content.
- Teach children to critically evaluate online content.

Concerns regarding AI-generated safeguarding risks must be reported to the DSLs.

Attendance and Children Missing Education

All staff must recognise that poor attendance may be an indicator of safeguarding concerns.

Staff must remain vigilant regarding:

- Persistent absence
- Repeated lateness
- Children missing education
- Sudden changes in attendance patterns
- Elective home education concerns
- Hidden harm

Attendance concerns must be shared promptly with safeguarding leads.

Equality, Diversity and Inclusion

All staff must:

- Uphold the Equality Act 2010.
- Promote inclusion.
- Challenge discrimination.
- Respect protected characteristics.
- Create an environment free from harassment and victimisation.

Staff must actively challenge:

- Racism
- Sexism
- Homophobia
- Biphobia
- Transphobia
- Religious prejudice
- Disability discrimination

Confidentiality and Information Sharing

Staff must:

- Maintain confidentiality.
- Share information appropriately.



- Recognise that safeguarding concerns may override normal expectations of confidentiality.

Information should only be shared:

- On a need-to-know basis.
- In line with statutory guidance.
- Through approved school systems.

Dress code

- Staff will dress in a professional, appropriate manner.
- Ensure that appropriate clothing, footwear and jewellery is worn for the roles undertaken and that no clothing could be viewed as offensive, revealing or sexually provocative or display political signs.
- The dress and appearance of adults is a matter of personal choice but the following guidelines should be followed.
 - a. PE kit should be worn for all sports related activities
 - b. Outdoor Clothing should be worn for Forest School activities
 - c. Aprons and gloves should be worn when assisting pupils at meal times with hair tied back
 - d. Gloves and aprons should be worn for all personal hygiene requirements

Low Level Concerns

Langtoft Primary School promotes a culture of openness and transparency. A low-level concern is any concern about an adult working with children that does not meet the harm threshold but may indicate behaviour inconsistent with the staff code of conduct.

Examples may include:

- Boundary issues
- Inappropriate comments
- Favouritism
- Unprofessional conduct
- Misuse of technology

Staff must report low-level concerns immediately on My Concern and to the Headteacher. Concerns relating to the Headteacher must be reported to the Chair of Governors. All concerns will be recorded and reviewed in accordance with safeguarding procedures.

Allegations Against Staff

Where allegations meet the harm threshold they will be managed in accordance with KCSIE and local safeguarding procedures. Staff must report concerns immediately. The Headteacher will consult with the LADO where appropriate. No staff member should attempt to investigate allegations themselves.



Whistleblowing

Staff must raise concerns where they believe:

- Safeguarding procedures are not being followed.
- Children may be at risk.
- Staff conduct is unsafe.
- Leaders have failed to take appropriate action.

Concerns should normally be reported to:

1. DSL
2. Headteacher
3. Chair of Governors

Where necessary, concerns may be escalated to:

- Lincolnshire LADO
- Local Authority
- Ofsted
- NSPCC Whistleblowing Helpline

No member of staff will suffer detriment for raising genuine concerns.

Early Help, Family Help and Multi-Agency Working

Staff must understand the importance of:

- Early identification of need
- Early Help
- Family Help services
- Information sharing
- Multi-agency working

Where concerns emerge, staff must work with the DSL and partner agencies to secure appropriate support for children and families.

Other Policies

This Code must be read alongside:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Acceptable Use Agreement
- Behaviour Policy
- Whistleblowing Policy
- Staff Disciplinary Policy
- Staff Grievance Policy
- Intimate Care Policy
- Attendance Policy



- First Aid Policy
- Health and Safety Policy
- Equality Policy
- Data Protection Policy
- Educational Visits Policy
- Physical Intervention/Positive Handling Policy
- Allegations Against Staff Procedures
- Low-Level Concerns Procedure

Safeguarding Contacts

Designated Safeguarding Lead (DSL)

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