

## Swift Code of Conduct

### Introduction

Swift Staff and Senior Leaders, Apprentices and their Employers, have all had an involvement in the development of the Swift Code of Conduct.

The aim of the Code of Conduct is to make sure everyone who participates in Swift's services knows what is expected of them and feels safe, respected, and valued.

We expect people who take part in our services to display appropriate behaviour at all times.

This includes behaviour that takes place outside our organisation and behaviour that takes place online.

Swift strongly believes that all adults have a crucial role to play in the safeguarding of Learners.

Our Code of Conduct exists to ensure all who work at Swift carry out their roles and responsibilities in a manner that promotes the safest possible learning and working environments which safeguard Learners, and also reduces the risk of them being falsely accused of improper or unprofessional conduct.

### **The underpinning principles of this Code of Conduct:**

- The welfare of the child/young person is paramount
- Staff understand their responsibilities to safeguard and promote the welfare of Learners
- Staff are responsible for their own actions and behaviour and should avoid any conduct which 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 including self-reporting if their conduct or behaviour falls short of these guiding principles.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for Learners
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA)
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and the procedures of the relevant Multi-agency Partnership (MAP).

## 1. Employee Code of Conduct

### Responsibilities

- Staff are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard Learners.
- All staff have a responsibility to keep Learners safe and to protect them from abuse (sexual, physical and emotional), neglect and extra-familial harm. Learners have a right to be safe and to be treated with respect and dignity.
- It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.
- Staff should always maintain appropriate professional boundaries with Learners, avoid behaviour which could be misinterpreted by others and report any such incident to a senior manager. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and / or parents online have a responsibility to model safe practise at all times.

### Confidentiality

- Staff may have access to special category personal data about Learners which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the Learner. Records should only be shared with those who have a legitimate professional need to see them.
- Staff should never use confidential or personal information about a Learner or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the Learner's identity does not need to be disclosed the information should be used anonymously

### Expected Standards of Behaviour

- All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of Learner and young people. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.
- Staff will disclose any relationship or situation (either in the real world or on line) that may impact the organisations' ability to safeguard Learners.

### Dress and Appearance

- A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However, staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake; this also applies to online or virtual teaching. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.
- All front facing staff will wear Swift polo shirts (for their area of the business) provided by Swift.

## Infatuation or 'crushes'

- All staff must recognise that it is not uncommon for Learners to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.
- Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the DSL.

## Social Contact outside the Workplace

- It is acknowledged that staff may have genuine friendships and social contact with parents of Learners, independent of the professional relationship. Staff should, however, be aware that these are two separate relationships that must not cross over into the Learner/ Staff member relationship.
- Staff should recognise that some types of social contact with Learners, or their families could be perceived as harmful or exerting inappropriate influence on Learner, and may bring the setting into disrepute (e.g., attending a political protest, circulating propaganda).
- If a Learner or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in that moment and then inform the Academy Director as soon as possible. This also applies to social contacts made through outside interests or the staff member's own family.
- Some staff may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with senior management and where necessary referrals made to the appropriate support agency.

## Communication

- In order to make best use of the many educational and social benefits of new and emerging technologies, Learners need opportunities to use and explore the digital world. Online risks are posed more by behaviours and values than the technology itself.
- Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.
- Communication with Learners both in the 'real' world and through web based and telecommunication interactions, such as when virtual or remote teaching, should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand-held devices. (Given the ever-changing world of technology it should be noted that this list gives examples only and is not exhaustive.)
- Staff should not request or respond to any personal information from Learner other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'
- Staff should not give their personal contact details to Learners for example, e-mail address, home or mobile telephone numbers, details of web-based identities. If Learners locate these

by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager. The Learner should be firmly and politely informed that this is not acceptable.

- Staff should adhere to their establishment's policies, including those with regard to communication with parents and carers and the information they share when using the internet.

## **Physical Contact**

- Swift would not expect physical contact to be required at any time.
- 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 LADO.
- Extra caution may be required where it is known that a Learner has suffered previous abuse or neglect.
- Staff need to be aware that the Learner 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 Learner 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 Learner.
- Pupils with special educational needs or 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.

## **Behaviour Management**

- Staff should not use any form of degrading or humiliating treatment of Learners.
- The use of sarcasm, demeaning or insensitive comments towards Learners is completely unacceptable.
- Staff should understand the importance of challenging inappropriate behaviours between peers, including child on child sexual violence and sexual harassment.
- Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh" or "part of growing up" can lead to a culture of unacceptable behaviours, an unsafe environment, and in worst case scenarios a culture that normalises abuse leading to children and young people accepting it as normal and not coming forward to report it.
- Where Learners display difficult or challenging behaviour, staff should follow the setting's behaviour and discipline policy using strategies appropriate to the circumstance and situation.
- Where a Learner has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate.
- Senior managers should ensure that the establishment's behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil's human rights and/or false imprisonment.

## Sexual Conduct

- Any sexual behaviour by a member of staff with or towards a Learner is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a Learner, sexual activity with a child could be a matter for criminal and/or disciplinary procedures.
- Learners are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children and young people by adults in a position of trust.
- Sexual activity involves physical contact including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing Learners 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 purpose is to gain the trust of a child and manipulate the relationship so that sexual abuse can take place. All staff undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to a senior manager any concerns about the behaviour of a colleague which could indicate that a Learner is being groomed.

## Working One to One with a Learner

- Staff working in one to one situations with Learners, including visiting staff from external organisations can be more vulnerable to allegations or complaints.
- To safeguard both Learners and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken.
- Each assessment should take into account the individual needs of each Learner and should be reviewed regularly.
- Arranging to meet with Learners away from the Academy or work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the Learner and if necessary, their parents/carers.
- Where staff are expected to work one to one with a pupil on a virtual platform, clear expectations are set out for all of those involved that are reflective of the settings safeguarding policies and procedures.

## Home Visits

- All work with Learners should usually be undertaken in the Academy or employer setting/other recognised workplace.
- There may, however, be occasions, where it is necessary to make one-off or regular home visits; e.g., to undertake a welfare visit
- Swift has appropriate policies and related risk assessments in place to safeguard both staff and Learners, who can be more vulnerable in these situations.
- A risk assessment must be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the Learner, parents/carers and any others living in the household.
- Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g., hostility, child protection concerns, complaints, or grievances.
- Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations.

- Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone.

## Transporting Learners

- In certain situations, staff or volunteers may be required or offer to transport Learners as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.
- Consideration must be given to the potential distraction of the driver and the supervision of the passengers. A judgement should be made about the likely behaviour and individual needs of the Learners. If any of them may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted or compromised.
- Staff should not offer lifts to Learners unless the need for this has been agreed by a manager.
- A designated member of staff should be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise.
- Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort.
- It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so.
- 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 carrying capacity is not exceeded.
- Staff should never offer to transport Learners outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager and the Learners parent(s).
- The Academy's health and safety policy and/or educational visits policy should set out the arrangements under which staff may use private vehicles to transport Learners

## First Aid and Medication

- Swift has an adequate number of qualified first-aiders: Jack Edwards, Jodi Feerick, Sara Lewis, Jemma Jones, Aretha Willis
- Any member of Swift staff may be asked to become a qualified first-aider or to provide support to pupils with medical conditions, including the administering of medicines, this forms part of their contract of employment
- Staff receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.
- In circumstances where a pupil needs medication regularly, this should be recorded, providing details of the level and type of support needed to manage effectively their medical condition and also information about the medicine to be administered, the correct dosage and any storage requirements.
- The Learner should be responsible for the medication themselves
- If a member of staff is concerned or uncertain about the amount or type of medication a Learner is taking, this should be discussed with the Designated Safeguarding Lead.
- Adults taking medication which may affect their ability to care for/work with Learners should seek medical advice regarding their suitability to do so and providers should ensure that

they only work directly with Learners if that advice confirms that the medication is unlikely to impair their ability to carry out their role.

## Photography, Videos, and other Images/Media

- Under no circumstances should staff be expected or allowed to use their personal equipment to take images of Learners at or on behalf of Swift
- Making and using images of Learners will require the age appropriate consent of the individual concerned and their parents/carers. Images should 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 setting have access.
- when using images for publicity purposes the following guidance should be followed:
  - if the image is used, avoid naming the Learner, (or, as a minimum, use first names rather than surnames)
  - if the child is named, avoid using their image
  - images should be securely stored and used only by those authorised to do so.

## Use of Technology for Online/Virtual Teaching

- All staff involved in virtual teaching or the use of technology to contact pupils are briefed on best practice and any temporary changes to policy / procedures.
- Staff use Company devices only for contacting/working with Learners. This ensures that the setting's, filtering and monitoring software is enabled.
- Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents.
- The following points should be considered: -
  - think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be nondescript
  - Staff and Learners must be in living / communal areas – no bedrooms
  - Staff and Learners should be appropriately dressed
- It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the Learner and / or parent immediately and end the online interaction if necessary.
- If staff wish to record the lesson they are teaching, consideration should be given to data protection issues. Learner consent is needed for recording, along with consent for retention / storage.
- If a staff member believes that a Learner or parent is recording the interaction, the lesson should be ended or that Learner should be logged out immediately.
- If staff need to contact a Learner or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the Learner/ parent is not able to identify the staff member's personal contact details.

## Exposure to Inappropriate images

- Staff should take extreme care to ensure that Learners are not exposed, through any medium, to inappropriate or indecent images.
- There are no circumstances that will justify adults: making, downloading, possessing, or distributing indecent images or pseudo-images of children (child abuse images).
- Accessing these images, whether using the settings or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

- Under no circumstances should any adult use Academy/Swift equipment to access pornography. Personal equipment containing pornography or links to it should never be brought into or used in the workplace. This will raise serious concerns about the suitability of the adult to continue working with children and young people.
- Staff should keep their passwords confidential and not allow unauthorised access to equipment.
- In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way. It should be secured and isolated from the network, and LADO contacted without delay. Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility that they will be at risk of prosecution themselves.

## **Apprentice Code of Conduct**

As with our Employee Code of Conduct, we feel our Learners have the same duty to act respectfully, and the same rights to expect to be treated with respect.

## **Dress code**

You are required to dress as you would for work for any learning sessions whether you are learning in person or online.

## **Attendance**

Whether attending a session online or in person, you are required to be present 15 minutes before your start time, ready and eager to start your learning! If attending an online session, you are required to email your trainer 15 minutes before the start time to confirm you are attending and are logged in ready to start.

## **Health and safety**

For your own safety and the safety of others all Apprentices must adhere to the Swift health and safety policy and follow health and safety related instructions at all time

## **Alcohol and drugs**

Apprentices must never have in their possession / be under the influence of alcohol and drugs whilst learning with Swift or whilst at their employer premises.

## **Theft / sabotage**

Apprentices must never take or destroy any item belonging to Swift or fellow learners

## **Falsification**

Apprentices shall not falsify any records (including time records, travel expense claims, absence records and so on) for yourself or others.

## **Cheating**

Apprentices shall not plagiarise (for assessed work) from fellow Apprentices or others or copy from others during exams

## Mobile Phone Usage

You may bring your mobile phone to the Academy, but we ask that you ensure:

- It is switched off during lessons unless where you are permitted to use it for research / planned activity purposes.
- You do not take it into any exam/assessment with you

## Online Learning

- You are required to have your camera on during all online learning sessions so we can interact with and support you appropriately at all times.
- The environment where you take part in online learning sessions needs to be appropriate – quiet, undisturbed and somewhere you can focus on learning effectively. If you are struggling with this, please speak to your trainer for support.

## Behaviour

At Swift we recognise that learning happens best in an environment where people feel safe, valued, respected and able to express their own views.

**Please follow our Do's & Don'ts to make learning safe, fun and enjoyable:**

DO	DON'T
Cooperate with others	Be disrespectful to anyone else
Be friendly	
Listen to others	
Be helpful	Bully other people (online or offline)
Have good manners	
Treat everyone with respect	
Take responsibility for your own behaviour	Behave in a way that could be intimidating
Talk to your Tutor/DSO about anything that worries or concerns you	
Follow this code of behaviour and other rules (including the law)	
Join in and have fun!	Be abusive towards anyone
Be helpful	