

Staff Code of Conduct
for Employers, Staff and Volunteers
working with Children and Young People

at
St. Fatima School-Nasr City



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Contents Page

Section 1 Overview	
1.1 Background	3
1.2 What to do if you are worried a child is being abused	4
Section 2 Using the Guidance	
2.1 Status of Document	5
2.2 Purpose of the Guidance	
2.3 Underlying Principles	
2.4 Definitions	
2.5 How to Use the Document	
Section 3 Guidance for Safer Working Practices	
1 Introduction	8
2 Status of Document	
3 Responsibilities	
4 Making a Professional Judgement	
5 Power and Positions of Trust	
6 Confidential	
7 Standards of Behaviour	
8 Dress and Appearance	
9 Gifts, Rewards and Favouritism and Exclusion	
10 Infatuations and 'Crushes'	
11 Social Contact outside of the workplace	
12 Communication with Children and Young People (Including use of Technology)	
13 Physical Contact	
14 Other Activities that require Physical Contact	
15 Intimate and Person Care	
16 Behaviour Management	
17 The use of control and Physical intervention	
18 Sexual Contact	
19 One to One Situations	
20 Home Visits	
21 Transporting Pupils	
22 Use of Technology for online/virtual Teaching	
23 Exposure to Inappropriate Images	
24 Curriculum	
25 Whistle Blowing	
26 Sharing Concerns and Recording Incidents	
 Appendix 1: Teacher Handbook	 26

Section 1: Overview

1.1. Background

All adults who come into contact with children and young people in their work have a duty of care to safeguard and promote their welfare.

The **Children Act** 1989 and 2004, places a duty on organisations to safeguard and promote the well-being of children and young people. This includes the need to ensure that all adults who work with or on behalf of children and young people in these organisations are competent, confident and safe to do so.

In SFS the requirement for a Code of Conduct for staff is mandatory following new safeguarding guidance [Keeping Children Safe in Education](#) (DfE, 2022).

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so.

This document seeks to ensure that the duty to promote and safeguard the wellbeing of children is in part, achieved by raising awareness of illegal, unsafe and inappropriate behaviours. This document also constitutes a code of conduct and is used as part of SFS staff induction.

While every attempt has been made to cover a wide range of situations, it is recognised that this code cannot cover all eventualities. There may be times when professional judgments 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' adults will always advise their senior colleagues of the justification for any such action already taken or proposed.

It is also recognised that not all adults who work with children and young people work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by all adults whose work brings them into contact with children and young people, whether volunteers, governors or others in contact with children.

1.2. What to do if you are worried a child is being abused

Everyone working with children and young people should be familiar with local procedures and protocols for safeguarding the welfare of children and young people. Adults have a duty to report any child protection or welfare concerns to a designated member of staff at SFS.

Section 2: Using the Code

2.1. Status of Document

This document acts as **SFS staff code of conduct** and a part of every induction process.

This Code is rooted in the following documents:

1. [Keeping Children Safe in Education](#) (DfE, 2022)
2. [The Independent School Standards: Guidance for Independent Schools](#) (April, 2019)
3. [ASIC Standards for Accreditation and Key Performance Indicators](#) (n.d.)
4. [Coronavirus \(COVID-19\): Meeting with others safely \(social distancing\)](#)(n.d.)
5. [The Education Act](#) (DfE, 2002; *Education Act 2002 is up to date with all changes known to be in force on or before 20 February 2021*)
6. [The Teacher Standards](#) (DfE, *Introduction updated June 2013, latest terminology update December 2021*).

2.2. Purpose of the Code

It is important that all adults working with children at SFS understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This Code provides clear advice on appropriate and safe behaviours for all adults working with SFS children in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:

- Keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- Assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- Support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- 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;
- Support safer recruitment practice;
- Minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
- Reduce the incidence of positions of trust being abused or misused.
- Fulfill requirements as a code of conduct and act as part of staff induction.

2.3. Underpinning Principles

- The welfare of the child is paramount.
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- Adults who work with children 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.
- Adults should work and be seen to work, in an open and transparent way. The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.

2.4. Definitions

Children and Young People: Throughout this document references are made to "children and young people". These terms are interchangeable and refer to children who have not yet reached their 18' birthday.

Adults: References to 'adults' or 'volunteers' refer to any adult who is employed, commissioned or contracted to work with or on behalf of, children and young people in SFS, in either a paid or unpaid capacity.

Manager: The term 'manager' refers to those adults who have responsibility for managing services including the supervision of employees and/or volunteers at any level.

Employer: The term 'employer' refers to SFS which employs, or contracts to use the services of individuals in pursuit of the goals of SFS. In the context of this document, the term 'employer' is also taken to include 'employing' the unpaid services of volunteers.

Safeguarding: Process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

Duty of Care: The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of or working with children and young people in SFS in any capacity is considered, both legally and morally to owe them a duty of care.

2.5. How to Use the Code

SFS uses this Code to develop and promote safer working practice by ensuring that all employees and volunteers are made aware of its contents and have access to it.

This Code is also incorporated in recruitment and selection processes of SFS to prevent and deter unsuitable people from working with children and young people. Providing SFS employees and volunteers with clear guidance on appointment and revisiting this through induction, supervision, performance management, training programs etc., will also help to ensure a safer children's workforce.

All the SFS staff should follow this Code in their day to day practice. It should also be referred to when taking on new work, different duties or additional responsibilities.

Guidance for Safe Working Practice

Section 3:

<p>1. Introduction</p> <p>Adults have a crucial role to play in the lives of children. This Code has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct.</p>	<p><i>This means that these guidelines:</i></p> <ul style="list-style-type: none"> ▪ <i>apply to all adults working in SFS whatever their position, role or responsibilities</i>
<p>2. Status of the Code</p> <p>This document informs the SFS' safer working practices. Its content is mainly guided by Keeping Children Safe in Education (DfE, 2022). It should be read together with the following SFS policies:</p> <ul style="list-style-type: none"> • <i>Anti-bribery and Corruption Prevention Policy</i> • <i>Safeguarding and Child Protection Policy</i> • <i>Teacher Handbook</i> • <i>Complaints and Concerns Policy</i> • <i>SFS Whistleblowing Policy for School-based Staff</i> • <i>Special Educational Needs and Disability Policy</i> • <i>SFS Data Protection Policy</i> • <i>SFS Safer Recruitment Policy</i> 	

3. Responsibilities

SFS staff are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children.

All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and contextual safeguarding concerns. Pupils 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.

The safeguarding culture of SFS is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement. The public, local authorities, employers and parents/carers will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role working in an education setting they should understand and acknowledge the responsibilities and trust involved in that role.

SFS has duties towards their employees and others to take steps to provide a safe working environment for staff.

This means that SFS managers / proprietors/ governing bodies should:

- *ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored*
- *update or amend their CP policy and other safeguarding policies in the light of DfE guidance on safeguarding children during the COVID pandemic*
- *ensure that a senior member of SFS staff is identified to lead on safeguarding issues*

This means that SFS 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*
- *understand how to raise a concern and contact designated staff or partner agencies if they have a concern about a child, particularly if the normal arrangements have been amended.*

This means that employers should:

- *always act, and be seen to act, in the child'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*
- *promote a culture of openness and support*
- *ensure that systems are in place for concerns to be raised*
- *ensure that adults are not placed in situations which render them particularly vulnerable*

ensure that all adults are aware of expectations, policies and procedures

4. Making professional judgements

This Code cannot provide a complete checklist of what is, or is not, appropriate behaviour for SFS staff. It does highlight however, behaviour which is illegal, inappropriate or inadvisable. There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interest of a pupil which could contravene this Code 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 pupils in their charge at SFS and, in so doing, will be seen to be acting reasonably. These judgements should always be recorded and shared with a SFS manager. Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

This means that where no specific guidance exists staff should:

- discuss the circumstances that informed their action, or their proposed action, with their principal or any other relevant person in charge or, where appropriate, the school's designated safeguarding lead. 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 the Head teacher, the Principal, or Designated Safeguarding Lead
- always record discussions and actions taken with their justifications

5. Power and positions of trust and authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in SFS are in a position of trust in relation to all pupils on the roll.

The relationship between a person working with children is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence.

The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. SFS staff should always maintain appropriate professional boundaries, 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 practice at all times.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

This means that SFS staff should not:

- *use their position to gain access to information for their own advantage and/or a pupil's or family's detriment*
- *use their power to intimidate, threaten, coerce or undermine pupils*
- *use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so.*

6. Confidentiality

The storing and processing of personal information is governed by the **SFS Data Protection Policy**.

SFS staff may have access to special category personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

SFS staff should never use confidential or personal information about a pupil 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 pupil's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of SFS staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services.

If a child – or their parent / carer – makes a disclosure regarding abuse or neglect, the member of staff should follow the setting's procedures. The adult should not promise confidentiality to a child or parent, but should give reassurance that the information will be treated sensitively.

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 the Designated Safeguarding Lead.

This means that school leaders should:

- *Ensure that all staff who need to share 'special category personal data' are aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk*

This means that SFS staff:

- *need to know the name of their Designated Safeguarding Lead and be familiar with child protection procedures and guidance:*
- *are expected to treat information they receive about pupils and families in a discreet and confidential manner*
- *should seek advice from a senior member of staff (the Principal /Designated Safeguarding Lead) if they are in any doubt about sharing information they hold or which has been requested of them*
- *need to be clear about when information can/ must be shared and in what circumstances*
- *need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported*
- *need to ensure that where personal information is recorded electronically that systems and devices are kept secure*

7. Standards of SFS staff behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. 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.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. SFS staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute.

For example, an individual will be disqualified where they have committed a relevant offence against a child; committed certain serious sexual or physical offences against an adult, etc. SFS will stop any employer-employee cooperation with such a person.

This means that SFS staff should not:

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model*
- *make, or encourage others to make sexual remarks to, or about, a pupil*
- *use inappropriate language to or in the presence of pupils*
- *discuss their personal or sexual relationships with or in the presence of pupils*
- *make (or encourage others to make) unprofessional personal comments which scapegoat, demean, discriminate or humiliate, or might be interpreted as such*

This means that SFS staff should:

- *inform the head/principal or specified person of any cautions, convictions, or relevant orders accrued during their employment, and / or if they are charged with a criminal offence*
- *be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives, may impact on their work with children*

This means that school leaders should:

- *have a clear expectation that SFS staff will discuss with managers any relationship / association (in or out of school or online) that may have implications for the safeguarding of children in school*
- *create a culture where staff feel able to raise these issues*
- *safeguard their employees' welfare and contribute to their duty of care towards their staff*
- *identify whether arrangements are needed to support SFS staff*
- *consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person coming into school where a potential risk to children has been identified).*

8. 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, SFS 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. SFS staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake; this also applies to online or virtual teaching or when working with small groups on site (in the case of schools who remain open to vulnerable children or those of critical workers). Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

This means that SFS staff should wear clothing which:

- *promotes a positive and professional image*
- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise contentious slogans*
- *is not considered to be discriminatory*
- *is compliant with professional standards*
- *in online engagement, is similar to the clothing they would wear on a normal school day.*

9. Gifts, rewards, favouritism and exclusion

SFS has strict policies in place regarding the giving of gifts or rewards to pupils and the receiving of gifts from them or their parents/carers and staff should be made aware of and understand what is expected of them.

SFS 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 pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, it is inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return.

Any reward given to a pupil should be in accordance with agreed practice, consistent with the school or setting's behaviour policy, recorded and not based on favouritism.

Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, and agreed criteria.

This means that staff should:

- *be aware of and understand their organisation's relevant policies, e.g. rewarding positive behaviour*
- *ensure that gifts received or given in situations which may be misconstrued are declared and recorded*
- *only give gifts to a pupil 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 pupils equally*
- *ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff*
- *ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils.*

10. Infatuations and ‘crushes’

All SFS staff need to recognise that it is not uncommon for pupils 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 SFS 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 Principal or other senior manager. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned. The Principal (or other senior manager) should ensure a plan to manage the situation is put in place. This plan should respond sensitively to the child and staff member and maintain the dignity of all. This plan should involve all parties, be robust and regularly monitored and reviewed.

This means that staff should:

- *report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff*
- *always maintain professional boundaries*

This means that senior managers should:

- *put action plans in place where concerns are brought to their attention*

11. Social contact outside of the workplace

It is acknowledged that SFS staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. SFS staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to ‘groom’ the adult and the child and/or create opportunities for sexual abuse.

SFS staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda).

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of SFS staff should exercise her/his professional judgement. Some SFS 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.

This means that staff should:

- *always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme*
- *advise senior management of any regular social contact they have with a pupil which could give rise to concern*
- *refrain from sending personal communication to pupils or parents unless agreed with senior managers*
- *inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship*
- *inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, and tutoring.*

12. Communication with children (including the use of technology)

Communication with children by staff and volunteers is only allowed for SFS business. For the protection of all concerned, the key safety concept that will be applied to these interactions is **transparency**.

The following steps will reduce the risk of private or otherwise inappropriate communication between SFS staff, volunteers, and minors.

Communication between SFS personnel (including volunteers) and children/youth that is outside the role of the professional or volunteer relationship is **prohibited**.

Where possible, email exchanges between a minor and a person acting on behalf of the SFS are to be made using a **SFS email address**.

Electronic communication that takes place over the SFS LMS network may be subject to periodic monitoring. SFS staff, and volunteers who use text messaging or any form of online communications including social media (WhatsApp, Facebook, Twitter, etc.) to communicate with children/youth may only do so for activities involving **SFS business**.

The organizational contact for questions about or reports of breaches of this Code of Conduct is the Principal. If the Principal is not available, or if the behavior involves a direct supervisor, the Board Member, Ms. Marina Younan, should be contacted. The SFS will not discharge or in any manner retaliate or discriminate against any person who, in good faith, submits a report to DCF, expresses a concern, or reports a breach of any of the behaviors contained in this Code.

All incidents will be investigated within (a stated timeframe) by the Principal and the Board Member, and the SFS employee/volunteer reporting the incident will be informed of the outcomes.

13. Physical contact

There are occasions when it is entirely appropriate and proper for SFS staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. SFS staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. SFS staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances should be immediately reported to the manager and recorded.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. SFS staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries. A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. Pupils with 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.

This means that SFS staff should:

- *be aware that even well-intentioned physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described*
- *never touch a pupil in a way which may be considered indecent*
- *always be prepared to explain actions and accept that all physical contact be open to scrutiny*
- *never indulge in horseplay or fun fights*
- *always allow/encourage pupils, where able, to undertake self-care tasks independently*
- *ensure the way they offer comfort to a distressed pupil is age appropriate*
- *establish the preferences of pupils*
- *consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact*
- *always explain to the pupil the reason why contact is necessary and what form that contact will take*
- *report and record situations which may give rise to concern be aware of cultural or religious views about touching and be sensitive to issues of gender.*

14. Other activities that require physical contact

In certain curriculum areas, such as PE, drama or music, SFS staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer.

This means that SFS staff should:

- *treat pupils with dignity and respect and avoid contact with intimate parts of the body*
- *always explain to a pupil the reason why contact is necessary and what form that contact will take*
- *seek consent of parents where a pupil is unable to give this; e.g. because of age or disability*
- *consider alternatives, where it is anticipated that a pupil might misinterpret any such contact*
- *be familiar with and follow recommended guidance and protocols*
- *conduct activities where they can be seen by others*
- *be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact*

15 Intimate / personal care

Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. 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 children concerned and sensitive to the potential for embarrassment.

This means that SFS staff should:

- *avoid any visually intrusive behaviour*
 - *where there are changing rooms announce their intention of entering*
 - *always consider the supervision needs of the pupils and only remain in the room where their needs require this*
- This also means that adults should not:*
- *change or toilet in the presence or sight of pupils*
 - *shower with pupils*
 - *allow any adult to assist with intimate or personal care without confirmation from senior leaders that the individual is not barred from working in regulated activity*
 - *assist with intimate or personal care tasks which the pupil is able to undertake independently*

16 Behaviour management

Corporal punishment and smacking are unlawful in SFS. SFS staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where pupils display difficult or challenging behaviour, adults should follow the school's or setting's behaviour and discipline policy using strategies appropriate to the circumstance and situation.

Where a pupil 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.

SFS senior managers should ensure that the establishment's behaviour policy includes clear guidance about the use of isolation and seclusion. SFS 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.

This means that SFS staff should:

- *not use force as a form of punishment*
- *try to defuse situations before they escalate e.g. by distraction*
- *keep parents informed of any sanctions or behaviour management techniques used*
- *be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour*
- *follow the establishment's behaviour management policy*
- *behave as a role model*
- *avoid shouting at children other than as a warning in an emergency/safety situation*
- *comply with legislation and guidance in relation to human rights and restriction of liberty*

17. The use of control and physical intervention

SFS takes all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child.

A person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

Adults may reasonably intervene to prevent a child 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.

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful.

Under no circumstances should physical force be used as a form of punishment.

This means that SFS should:

- *regularly acquaint staff with policy and guidance*
- *ensure that staff are provided with appropriate training and support*
- *have an agreed policy for when and how physical interventions should be recorded and reported*
- *always seek to defuse situations and avoid the use of physical intervention wherever possible*
- *where physical intervention is necessary, only use minimum force and for the shortest time needed*

This means that SFS staff should not

- *use physical intervention as a form of punishment*

18. Sexual conduct

Any sexual behaviour by a member of SFS staff with or towards a pupil is unacceptable. It is an offence for a member of SFS staff in a position of trust to engage in sexual activity with a pupil under 18 years of age and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

Pupils 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 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 pupils 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 sexual abuse can take place. All SFS staff should 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 pupil is being groomed.

This means that SFS staff should:

- *not have any form of sexual contact with a pupil from the school or setting*
- *avoid any form of touch or comment which is, or may be considered to be, indecent*
- *avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact*
- *not make sexual remarks to or about a pupil*
- *not discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role*

19. One to one situations

SFS staff working in one to one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

To safeguard both pupils 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 pupil and should be reviewed regularly. Arranging to meet with pupils from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of SFS staff, the pupil and their parents/carers.

This means school leaders should:

- *keep pupil numbers under constant review*
- *ensure that risk assessments and emergency procedures are reviewed in the event of lone working / very small numbers on site*
- *work one to one with a child only where absolutely necessary and with the knowledge and consent of senior leaders and parents/carers*
- *be aware of relevant risk assessments, policies and procedures*
- *ensure that wherever possible there is visual access and/or an open door in one to one situations*
- *always report any situation where a pupil becomes distressed, anxious or angry*
- *consider the needs and circumstances of the pupil involved*

20. Home visits

All work with pupils and parents should usually be undertaken in the school.

21. Transporting pupils

SFS staff or volunteers may be required or offer to transport pupils 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. A judgement should be made about the likely behaviour and individual needs of the child/children. SFS staff should not offer lifts to pupils unless the need for this has been agreed by a manager. A designated member of staff is appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise. SFS staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. SFS staff should never offer to transport pupils 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 child's parent(s).

This means that staff should:

- *plan and agree arrangements with all parties in advance*
- *respond sensitively and flexibly where any concerns arise*
- *take into account any specific or additional needs of the pupil*
- *have an appropriate licence/permit for the vehicle*
- *ensure they are fit to drive and free from any drugs, alcohol or medicine.*

22. Use of technology for online / virtual teaching

There has been a sharp increase in the use of technology for remote learning since March 2020 and this addendum provides some basic guidelines for SFS staff and school leaders.

SFS 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 blurred
- staff and pupils should be in living / communal areas – no bedrooms
- staff and pupils should be fully dressed
- filters at a child's home may be set at a threshold which is different to the school resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content

This means that SFS staff should:

- *adhere to their establishment's policy*
- *be fully dressed*
- *ensure that a senior member of staff is aware that the online lesson / meeting is taking place and for what purpose avoid one to one situations – request that a parent is present in the room for the duration, or ask a colleague or member of SLT to join the session*
- *only record a lesson or online meeting with a pupil where this has been agreed with the head teacher or other senior staff, and the pupil and their parent/carer have given explicit written consent to do so*
- *be able to justify images of pupils in their possession*

This means that adults should not:

- *contact pupils outside the operating times defined by senior leaders*
- *take or record images of pupils for their personal use*
- *record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff)*
- *engage online while children are in a state of undress or semi-undress.*

23. Exposure to inappropriate images

SFS staff should take extreme care to ensure that children and young people 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 setting's or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

If indecent images of children are discovered at the establishment or on the school or setting's equipment an immediate referral should be made to the Principal. The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action.

Under no circumstances should any adult use SFS school 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.

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 the DO 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.

This means that SFS staff should:

- *abide by the establishment's acceptable use and e-safety policies*
- *ensure that children cannot be exposed to indecent or inappropriate images*
- *ensure that any films or material shown to children are age appropriate*

24. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or 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 can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. drama/literature/conversation.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children’s questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead. Care should be taken to comply with the setting’s policy on spiritual, moral, social, cultural (SMSC) which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the policy for relationships and sex education (RSE).

This means that staff should:

- *have clear written lesson plans*
- *take care when encouraging pupils to use self-expression, not to overstep personal and professional boundaries*
- *be able to justify all curriculum materials and relate these to clearly identifiable lessons plans.*

This means that adults should not:

- *enter into or encourage inappropriate discussions which may offend or harm others*
- *undermine fundamental British values*
- *express any prejudicial views*
- *attempt to influence or impose their personal values, attitudes or beliefs on pupils*

25. Whistleblowing

Whistleblowing is the mechanism by which SFS staff can voice their concerns, made in good faith, without fear of repercussion. SFS staff who use whistleblowing procedures have their employment rights protected.

SFS staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

Staff should be reminded of the routes for raising concerns during school closure or part closure, including how to escalate their concern if the normal routes for whistleblowing are impeded by the absence / illness of senior managers.

This means that SFS staff should:

- *escalate their concerns if they believe a child or children are not being protected*
- *report any behaviour by colleagues that raises concern*
- *report allegations against staff and volunteers to their manager, or registered provider, or where they have concerns about the manager’s response report these directly to the Board Member*

26. Sharing concerns and recording incidents

All staff should be aware of the SFS safeguarding procedures, including the procedures for dealing with allegations against staff and volunteers. In the event of an allegation being made, by any person, or incident being witnessed, the relevant information should be immediately recorded and reported to the Principle, a senior manager or the Designated Safeguarding Lead as appropriate.

Members of SFS staff should feel able to discuss with their manager any difficulties or problems that may affect their relationship with or behaviour towards pupils, so that appropriate support can be provided and/or action can be taken.

In order to safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children they should immediately report this to the Principal, or a senior manager in line with the SFS' procedures.

This means that SFS staff should:

- *be familiar with SFS' arrangements for reporting and recording concerns and allegations*
- *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*



APPENDIX 1

Teacher Handbook 2022-2023

MISSION

To promote positive attitudes towards learning and enable young people to become lifelong learners, confident individuals and responsible global citizens.

We aim to provide our students with an education that will both cherish their national values and beliefs, and open them up to a wider, more globalised way of thinking.



SFS

BRITISH

Aims and Objectives

1. Provide students with opportunities to learn the skills they need to be successful in an ever-changing world, including 21st century skills.
2. Provide a safe and stimulating environment, which encourages children to become confident individuals and responsible global citizens.
3. Create an ethos where pupils, parents and staff effectively work together as a community to enhance our pupils' education.
4. Develop ambitious and motivated learners who can work independently and collaboratively.

Staff Code of Practice

The code of professional practice states the general principles of conduct for St. Fatima School-Nasr City staff. These are intended to inspire each staff member to engage in professional behavior of the highest order. A teacher's professional behavior should reflect the Code as closely as possible.

- A teacher's first responsibility is to their students.
- A teacher acts with integrity and diligence in carrying out professional responsibilities.
- A teacher avoids involvement in conflicts of interest, recognize that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological or other advantage.
- A teacher speaks and acts with respect and dignity, and deals judiciously with others, and is always mindful of their rights.
- A teacher respects the confidential nature of information concerning students and may give the information ONLY to the authorized personal or guardians directly concerned with the student's welfare.
- A teacher's conduct toward colleagues is characterized by consideration, good faith and teamwork.
- A teacher does not bypass immediate authority to higher authority without first exhausting proper channels of communication.
- Teachers are to be in school at 7:30am and in morning lines at 7:45am.
- The school day ends at 3pm for students, and 3:30pm for staff most days.
- Teacher playground supervision duty ends at 3:30pm. ALL students should have been collected by this time.
- On days where staff are involved in extra-curricular activities or support classes, the school day will end for staff at 4:00pm (in some cases 6:00pm for the high school teachers giving support classes).

Mobile Phone Use by All Staff

Mobile phone use is restricted to staffrooms in order to set a positive example to our students.

Mobile phones are not to be used, or to be on display, when student-

facing.

Communication

Staff Email

- Due to the size of the school, the main source of communicating vital information is via SFS LMS, WhatsApp groups and SFS email.
- Teachers MUST check their messages at the beginning of each day to ensure no urgent messages have been sent.
- Only CC those people who have a need to know.

Internal Communication

- Staff will receive the majority of information regarding the students and school through email from administration.
- Please ensure that administration is kept up-to-date with your current email address.
- For information that must be passed to staff quickly, teachers may be informed via WhatsApp. When staff receive these messages, they should ensure that their team is informed of the information in order to maintain our rule of limited cell phone use.

Absences

- Teachers are to attend school in all cases save major illness, family or other emergency. If a teacher is absent for any reason, they are to call the primary coordinator Ms. Nouran Khaled, Ms. Inas Wadie, or Ms. Mariam Ayad before 6:45am on the day in question, or send a message through the LMS system.
- Anticipated absences should be communicated ahead of time.
- When a teacher is forced to miss school because of illness, we try to substitute for his/her classes. Therefore, it is very important that we are notified of a teacher's illness as soon as possible.
- Routine medical appointments and check-ups should be scheduled outside school hours or in vacation periods.
- The school administration must be informed of each day of absence before 6:45am unless a medical note has been received ahead of time that confirms the period of absence.

Staff Dress Code

Staff members can help set a fine example for students in terms of appropriate grooming and attire. School is really a place of business and the appearance of adults employed by the school should reflect this. Dress should always be appropriate and in good taste. Smart-casual dress is acceptable.

The following items of clothing are not acceptable for school staff:

- T-shirts (unless worn by PE staff, in which case they should be free from slogans etc)
- Shorts
- Leggings
- Sandals or Flip-flops
- Galabeya
- Ripped jeans or any item of clothing which looks 'worn'. (Ripped,

- stained etc. for fashion purposes)
- Blue jeans (Only dark blue acceptable)
- Any items of clothing or jewellery showing an affiliation or support for any political movement or organisation.
- Skirts that sit above the knee.
- Clothing which shows the chest, stomach or shoulders.
- Baseball caps, unless in the playground on duty.

Please remember that the school is a busy place and that staff move around a lot with the students. It is important to dress in a way that allows you to be comfortable while also appearing professional.

Conduct with Students

As a staff member at St Fatima Primary School, your role extends beyond ensuring that students are successful academically. All staff are expected to contribute positively to students' social development by modelling good behaviour and language.

Please follow the guidelines below to ensure that we maintain a healthy environment for our student to grow and learn.

- Staff members must refrain from using bad or inappropriate language in the school building.
- Staff members must not speak negatively about the school or other staff members in front of students.
- If it is necessary for staff to be in a classroom or office alone with a student, the door must always remain open.
- It is not permitted to hug, kiss or hold hands with students. Teachers in years 1 and 2 may hold a student's hand when leading a line.
- Staff are not permitted to buy gifts for students in their class without consulting administration first.
- Every culture has its way of living and perspective on life. When you teach or interact with other members of the staff, you must be open to different perspectives in a non-judgmental manner. Religion, human sexuality and politics should not be discussed. Please refrain from making negative comments about the country or its people.

Communication with Parents

- There will be myriad moments when we have short informal communications with parents. It is of utmost importance that anything formal is kept on record.
- Parents in Egypt enjoy being very involved in their children's education. For this reason, it is common for parents to communicate frequently with their child's teachers.
- When responding to any messages, please ensure that you are sure of the information you are sending home and that your Team Leader is informed of any issues highlighted by parents.
- Messages to parents should always begin with a sentence thanking them for their note, and end with a sentence saying that you look forward to hearing from them/welcoming them into school soon. Manners go a long way here in Egypt, and parents appreciate this approach.
- If you are unsure of how to handle a parent, please speak to your Team leader or to administration.

Parents' emails / letters/message

- We will aim for a 24-hour response policy.
- Often you will not be able to answer or comply with their request then and there; please acknowledge their communication (politely and professionally) and tell them that their concern is being addressed and give them a time frame that you will reply fully (within 1-2 days maximum).
- Make sure you keep to it.
- **Do not** give parents your personal address, e-mail, phone number, or social media.

Notifications to Parents

- Teachers will communicate with parents through LMS (SIMS).
- All class letters must be proof read by the Team Leader or Head of Primary.
- All year group letters must be proof read by the Head of Primary.

Scheduling Parent Meetings

Parents will request meetings (some more than others) to discuss their children's progress, issues etc.

- Try your hardest to meet with them at the next most convenient time within the week.
- These meetings should **not** be held during Assembly, staff or team meetings.
- If a meeting is looking as if it could be contentious in the slightest, please request that your Team Leader or Principal to attend the meeting with you, do not shoulder difficult meetings by yourself.
- A short note as to matters discussed with the parent and any outcomes agreed to be recorded and saved on a copy book for reference.

Conduct with Members of the Community

- Our relationships with parents and other community members are crucial to the prosperity of our school and reflect directly on our learning environment. When meeting with parents, please remember that you are representing the school and so should maintain a professional demeanor at all times.
- If a parent approaches and asks something that you are unsure of, please tell them you will get back to them within one day, and then seek advice from administration.
- Parents, understandably, can become very emotional when discussing their children. This can sometimes surface as anger, however it is important to remember that often our parents are acting purely out of concern for their child and that they do not aim to attack you personally. If parents are angry, please do the following:
- Let them know that you care about their child, and that you are here to listen and do what you can to resolve the issue.
- Allow the parent to explain the problem fully, without interrupting and while maintaining eye contact so that they know you care and are listening.
- Once the parent has finished, repeat the problem back to them, avoiding the use of negative language or the implication that he/she is wrong or is to blame.
- If it is a problem that you can solve quickly, then do that. If not, please tell him/her that you will look into the issue and get back to them personally the next day with a solution.
- Advise the parent that if the situation occurs again within a week, they should contact you directly so that you can handle it quickly and effectively.
- Always thank the parent for coming to you directly, enabling you to resolve the issue quickly. Shake the parents hand and tell them that they will hear from you tomorrow, if the issue has not been resolved.

- If you are approached on the playground at the end of the day and the parent insists on speaking, please ask another staff member to stay with the children you are supervising, and then ask the parent to accompany you inside where you can sit in administration and discuss the issue in a quiet area.
- If, for any reason, the situation cannot be resolved, please ask the parent to wait while you get a member of administration to join the meeting. Remember, we are always on the side of our staff, and will never reprimand a staff member in front of parents. The aim is to resolve the issue, while maintaining parent confidence in our team.
- All staff members at St Fatima are treated equally and are offered the same amount of courtesy and respect, regardless of position. When communicating with staff members it is important to always maintain professional standards, for example asking the cleaners politely to help, and saying thank you. This sets a positive example to our students. If you have an issue with a fellow staff member, please do not discuss it in front of students or let them see that there is an issue.
- If it cannot be resolved in the staffroom, administration is available to mediate.

Social Media

- It is not permitted, under any circumstances, to have parents or students as friends on Facebook. If you have parents or students on Facebook, we ask that you unfriend them before the beginning of the school year.
- Please do not tag the school in any posts on Facebook or twitter, without permission from administration. Please also note that when you mark the school as your location on Facebook, that post becomes available on our official school page. Please avoid this.

Tutoring

It is not permitted for staff members to tutor students outside of school. Any cases in which staff are found to be tutoring students will be passed on to HR for the implementation of disciplinary action.

School Property

Staff are expected to use all school property with care. Teachers will be held responsible for damages, especially when caused intentionally or through negligence. All school property is to remain on the premises, except for instances where it is permitted by administration.

iPad use and Procedures

- Before students can bring an iPad into school, they must complete our Acceptable Usage Policy and hand it into administration. Staff will have an updated list to ensure that only students who have handed in the form are using their iPads. This form protects you, and the school, from damages etc. and is for your benefit.
- Students can only iPads are permitted for use in school. No other devices are allowed in school.
- Each day, the Teacher and Teaching Assistant must collect the iPads, and place them in the locked iPad Station in the class. When they are to be used, the team can unlock the box and distribute them.
- At the end of the day, staff must ensure that the devices are placed back into the child's bag, between books to avoid damage. Any damage must be reported immediately.
- Please familiarise yourself with our school iPad Acceptable Use Policy before the beginning of the school year.

Playground Duty

- All staff members with under 30 sessions per week will be asked to carry out playground duty. While on duty in the playground, staff must ensure that students are abiding by school rules and endeavour to promote good social skills and conflict resolution practices. Staff must be visible at all times and available for students to approach.
- The playground is divided into sections, with each staff member given an area to supervise. This may include supervising pre-planned games and activities. The playground rules are as follows:
- Students are only permitted to eat in the dining area, where they should be seated while they eat. Students must clean up after themselves, and are not permitted to leave until they have done so.
- Queuing at the school canteen should be in one line, regardless of age or gender, and be against the wall whereby they do not block the throughway.
- No eating is permitted in the play areas, however students can bring their water.
- Staff should move around their area, engaging with the students while maintaining professional standards.
- It is not permitted to leave the playground during duty for any reason.
- Using **Mobile Phones** is not permitted while student-facing, including on playground duty.
- There will be an assigned Break Duty Leader for each break. Please follow the instructions of your Break Duty Leader at all times.

Extra-Curricular activities

All staff are required to participate in either a student mentor group or an extracurricular activity, a minimum of once per week.

Teaching and Learning

The School follows the Cambridge Primary programme and IGCSE from the University of Cambridge, one of the world's most renowned assessment organisations. There are clear learning objectives for each year and subject, and flexibility to ensure that the curriculum meets the needs of students of different academic levels.

We supplement the Cambridge Primary Curriculum and IGCSE with an exciting Arts Program, including subjects such as Art, Music, Physical Education and Drama, all of which are aligned with British National Curriculum Standards.

Through Extra-Curricular activities, students also have the opportunity to engage in a wide variety of subject-areas.

Planning expectations

- Lesson planning is an important part of teaching.
- Planning meetings will be held weekly in each year group team in order to establish the way forward for the week. These meetings will be led by the Team Leaders.
- The teacher should submit their lesson plans to their TL by Tuesday noon each week.
- The TL approves/amends by Thursday (end of the day) and notifies the teacher of any major revisions to the plan.
- The TL is responsible for uploading their plans to the LMS system by

Saturday (noon).

- Your Team Leader and Head of Primary/Head of Secondary School will carry out planning checks regularly.

Conceptual Questioning and Metacognition

This year we are continuing a conceptual framework of learning to support the development of the curriculum. We will be developing this conceptual model using of conceptual questioning.



Metacognitive Comprehension Instruction

Metacognition is the term used to describe the knowledge and awareness that a person has of his or her own learning.

Metacognition is about learners 'knowing' – knowing when they know, knowing when they don't know, and knowing what to do when they don't know.

When teachers combine what they know about their students with their knowledge of effective practices to make informed instructional decisions, the resulting instruction will be meta- cognitively rich and these students are most likely to make significant gains in achievement.

Learning Walks

- The Head of Primary and Team Leaders will conduct regular learning walks.
- They will be in your classroom no longer than 15 mins.
- The purpose is to become familiar with you, your students and to get an overview of typicality in your classroom.
- There will be no formal feedback unless any issues arise.

Planning Checklist 2022/2023

Monitoring of planning is designed to support teachers in the planning process and support teachers with planning requirements.

Teacher:	Subject:	
Class & Year Group:	Date:	
Base Plan		
Comment	Yes/No	Comment
Learning objectives are clear		
Objectives match task		
Success criteria can clearly be developed from LO		
Outcomes are suitably challenging and age appropriate		
AFL strategies evident e.g. Think-Pair-Share; Talk Partners; Red, Yellow, Green Cards		
A range of engaging learning opportunities are planned for e.g. active learning, cooperative learning, collaborative learning, experiential learning, student centred learning, interactive learning		
Are groupings evident and <u>support</u> identified to meet their needs? e.g. adult, resources, scaffolds		
Are the class teacher and TA working across class & groups during the course of the week?		
There is evidence of differentiation (e.g. extension, Support EAL, SEN activities)		
Evidence of the use of ICT to enhance learning e.g. Winjigo,		
Evidence of Factual, Conceptual and Provocative questions		
Evidence of the learner charter values being taught		
Annotated Plan Yes/No		
Comment	Yes/No	Comment
Learning Objectives and Success Criteria are consistent across the year group		
Groupings are evident		
Plans are adapted to meet students' needs		
Teacher and TA working across class & groups during the course of the week		
Reflections inform future planning		
Overall Comments		

Monitored by:
Role:
Feedback discussed with class teacher: Yes/No Teacher signature:
Review Date:

Formal Observations

- Formal Observations will be carried out once per term (three times in an academic year).
- New staff will be observed first as part of the 3-month probationary period. Teachers must demonstrate a good or better level of teaching to pass the probationary period.
- You will not be told the exact day or time of the observation, only the week and the focus.
- Verbal feedback will be given on the same day as the observation and you will be asked for your thoughts.
- Next step targets will be set.
- If the lesson is considered inadequate or requires improvement another observation will be set. If this happens again on the second time a support plan will be put into place.
- If you feel the lesson is not a true reflection of your abilities another observation can be requested.
- Written feedback will also be given.
- The criteria and a copy of the blank observation form follow.

Classroom Observation Checklist

Name of Teacher:

Class:

Name of Observer(s):

Subject:

Length of Lesson:

Topic:

3 – Strong

2- Apparent

1- Not Displayed

	3	2	1
1. The teacher plans effectively and sets clear objectives that are understood			
a) Objectives are communicated clearly at the start of the lesson			
b) Materials are ready			
c) There is structure to the lesson			
d) The Lesson is reviewed at the end			
2. The teacher shows knowledge and understanding			
a) The teacher has thorough knowledge of the subject content covered			
b) Instructional materials were appropriate for the lesson			
c) Knowledge is made relevant and interesting for pupils			
3. Teaching methods used enable all students to learn effectively			
a) The lesson is linked to previous teaching or learning			
b) The ideas and experiences of the students are drawn upon			
c) A variety of activity and questioning techniques are used			
d) Instructions and explanations are clear and specific			
e) Teacher involves all the students, listens to them and responds appropriately			
f) High standards of effort, accuracy and presentation are encouraged			
4. Students are well managed and high standards of behaviour are insisted upon			
a) Students are praised regularly for their effort and achievements			
b) Prompt action is taken to address poor behaviour			
c) All students are treated fairly			
5. Pupils work is assessed thoroughly			
a) Students understanding is assessed throughout the lesson by use of teacher's questions			
b) Mistakes or misconceptions are recognised and used constructively to facilitate learning			
c) Pupils written work is assessed regularly and accurately			
6. Homework is used effectively to reinforce and extend learning			
a) Homework is appropriate			
b) Homework is followed up if it is set previously			
7. Medium of Instruction			
a) The teacher integrated ICT device into the lesson			
b) The instructional materials used capture the interest of the students			

Signed (Teacher): _____ Date: _____

Comments by Observer:

Comments by the Teacher:

Signed (Observer): _____ Date: _____

Reporting to Parents

Summative Academic Report

- At the end of each term
- Is based on data gathered and teacher assessment
- Further guidance will be given during the report cycles
- Due dates for each report will be 2 weeks before the end of each term.

Assessment Overview

At SFS we use both teacher assessment as well as internal assessments to track progress.

Teacher Assessments

We encourage all teachers to keep ongoing records of the children's learning through continual teacher assessment. All of the information gathered through the different assessments will be used to make a judgement of a child and this judgement will be reported to parents in reports.

Differentiated Learning

When lesson planning teachers should consider children of all abilities. Students will fall into one of three categories: EXCEEDING (80-100%), MEETING (50-79%), and WORKING TOWARDS (0-49%). Please keep these records private. This information is only to aid in lesson differentiation. Refer to the 'Bloom's Taxonomy' PowerPoint shared during the induction for guidance. We should pitch our lessons to 'exceeding' but have provisions in place for all students

Marking Work

Please use green for teachers and black for teaching assistants.

When marking copybooks or textbooks follow this scheme: two ticks if the LO has been fully achieved and one tick if the LO isn't fully met. These can be placed at the top right hand corner of the work.

Birthday Parties

- Birthday celebrations in school are only permitted Saturdays or Thursdays at break times. Parents can bring cupcakes and some treats/snacks for the students. No other items are permitted.
- All students in the class must be invited.
- Students are not permitted to bring gifts for students celebrating,
- Parents are not permitted to attend, apart from in Year 1 where they may attend for 15 minutes. Any photos taken should be taken by the Class Teacher and then sent to the parents via our school channels.

Homework

Homework is expected to be given to students regularly, and should be consistent throughout the year group. The purpose of homework is to reinforce the learning that takes place in class. For this reason, homework set should only cover topics that have already been taken in class. Homework given for the purpose of research is an exception, as is homework given that is linked to the flip classroom model.

Homework is set collaboratively in year group teams and should be the same for each class in a year group. Team Leaders will provide guidance.

There is a weekly cycle to our homework.

- Homework is issued on an agreed day and submitted for marking on **2 days** before the next set is sent out.
- Written feedback on student work should include positive comments as well as 'things to work on'.
- It will be set on LMS system and hard copies can be given where required.
- Any written elements must be completed in a homework book.
- Textbooks issued to students must be used for homework as much as possible.
- Any homework not submitted on time will not be marked.

- No homework will result in a detention for Years 3-6. Year 1-3 will have 3 strikes before a detention.

Homework assignments could take any of the following forms:

- Practice: exercises to follow classroom instruction.
- Preview: assignments to prepare for subsequent lessons.
- Extension: assignments to transfer new skills or concepts to new situations.
- Creativity: activities to integrate many skills towards the production of a response or product.

ABCD's of homework at SFS:

- A. Make sure it goes out and is taken in on time.
- B. Make sure it is marked well and that parents see evidence of this marking.
- C. Keep records of homework completed.
- D. Follow up with parents where homework is not being submitted regularly.

Assemblies

Student of the Month Certificates – PLATINUM AWARD (1 student per class)

- Nominated by the class teacher the certificate celebrates outstanding achievement by dedicated students in the realms of academics, sports, art or other contributions to the school. These will be given out to students during the assembly by the Head of Primary/Head of Secondary.
- School assemblies are held monthly, with each one having a specific focus. The assembly is a chance for students to share their achievements and focus on issues important to our learning community.
- One class performance as per the rotation cycle per year.
- All teachers and assistants are to attend and be distributed strategically through and amongst the pupils and be proactive throughout. This means not being on devices or marking work.
- Assemblies can be held in the big hall with the following year groups together: (Y1-Y2); (Y3-Y4); (Y5-Y6); and (Y7-9).

Class Assembly Expectations

- This must be school based theme or a reflection of the learning taking place in the classroom
- High quality presentation Maximum 30 mins.
- All children should speak.

Student of the week certificates

- Each class teacher to nominate 1 student per week, **the focus is to be on** classroom academics, learning or behaviour with short statement saying why that child has been selected as the student of the week.

MORNING LINES

- Every morning, students line up outside to start their day. They salute the Egyptian Flag and then sing their National Anthem. Although not required for staff members to learn the National Anthem, it is important that all staff members show respect and remain silent while students sing. Egyptian staff members must sing the National Anthem, to set a positive example for students.
- Staff members are to encourage students to show respect by making sure that students stand up straight with their hands by their sides. They should sing nicely and

take this tradition seriously. It is acceptable to punish students for not taking part to the appropriate standard.

- Staff are not permitted to hold hot drinks in morning lines, or any drink other than water while student-facing.
- After the National Anthem, on days where there is no Assembly, staff should then escort students to their class. Students should be in a straight line and walk quickly and quietly. Students should walk on the right hand side in the hallways and on the stairs.

FORBIDDEN ITEMS FOR STUDENTS

Mobile phones, MP3s, iPods and other electronic devices are a distraction to learning and may not be brought to school. Such items must be confiscated by teachers and held at the office until parents come in to claim them. The school phone is available for students in emergencies. iPads are not permitted to be used in the playground unless as part of a lesson. These rules apply at the end of the day, and students found using electronic devices in the playground at pick-up should be dealt with accordingly.

STUDENT HEALTH

Parents should not send sick students to school, regardless of whether or not we have ongoing examinations. Parents must ensure students with ongoing serious health concerns, including allergies, have registered these using the form at the school doctor's office. Students taking medicine at school must hand this to the school doctor on arrival including a letter explaining dosage requirements.

Students are not permitted to take medication in school unless the school doctor has been informed, and medication should be taken in front of our school doctor.

At regular intervals, the school medical staff checks our students for head lice.

Any students found to have head lice will be sent home immediately, and must remain home for three days, regardless of severity. If your class is checked for lice, please maintain a non-concerned attitude avoiding showing students that you are unsettled by the presence of lice. Students who are found to have lice will be sent to administration. Please do not tell the class why the student has left, and let the student who has them know that it's a normal thing and that kids get them all the time. No child should feel ashamed or embarrassed.

STAFF PROPERTY

Class Teachers will often leave their resources in their classrooms, and we expect them to remain safe there. Staff who do not have a classroom may leave them in the staff rooms.

It is not permitted, under any circumstances, to use the resources and supplies of other teachers without their expressed permission. This includes paper, stationery, stickers and anything else they may leave. Any usage or removal of staff property will be considered theft, and the appropriate action will be taken.

It is not permitted to sit on desks.

BULLYING POLICY

We have zero tolerance to bullying. Students (and teachers) should be able to attend school in safety and free from humiliation, oppression and abuse. Students are encouraged to share any difficulties with friends, teachers and parents. All members of the school have a responsibility to ensure that all forms of unacceptable behaviour do not occur.

What is bullying?

Bullying is the unwanted, often repeated, verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear. The behaviour is often repeated and habitual.

Bullying actions include the following:

- Hitting, kicking and spitting, including encouraging someone else to do so
- Verbal and non-verbal insults
- Threatening or obscene gestures
- Spreading rumours/ slander
- Removing/ hiding/ damaging belongings of property
- Excluding people from groups

Bullying can be short term or can continue over years. Bullying can be physical or verbal or even just a look.

BEHAVIOUR MANAGEMENT POLICY

This year we will be managing our behavior policy on LMS. All merits and demerits, incidences of bullying and unacceptable conduct will be recorded on this system so that we have a transparent and complete record in one place.

Points can be given for good practices such as: working hard, helping others, wearing a mask, on task, participating, persistence and team work.

For negative behaviour we have defined the severity/sanctions in the following manner:

Minor	Medium	High	VERY High	Severe
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Under each of these tabs on LMS are listed all the negative behaviours and the actions required. Cases of bully or anything judged 'high, very high, or severe,' should be reported to the Head of Primary/Principal of the Secondary for personal intervention.

The class teachers should record minor (level one) infractions on the LMS system. Medium (level 2) behavioral concerns will go to Ms. Nouran/Ms. Inas. They will contact parents and arrange detentions (break/lunch or missing PE).

High to very high (level 3-4) issues initially go to Ms. Nouran/Ms.Inas/Ms. Mariam who will put the necessary incidents on LMS and communicate with parents. Level 3

students then get sent to Head of Primary for a Daily Report Card. For the Secondary School, the E-mail will be sent to the parent/carer by Ms. Inas reporting the case. Students will be monitored by their teachers each lesson for an entire week. Parents sign at the end of the day to see behavioral improvement. At the end of the week there will be a review to see if any further action needs to be taken.

For level 4 (very high) issues, students are sent to Ms. Nouran/Ms. Inas who will document severity on LMS. The student is then sent to the HOP/Principal. He/she will then be temporarily excluded from lessons. When they return back to regular class, the student will then be put on a Daily Report Card for a minimum of two weeks to monitor their improvement. This will be reviewed after two weeks and the report cards are achieved in a folder stored within the office of the Head of Primary. For the Secondary School, the parent/carer will be invited for the in-school meeting for an investigation.

For level 5 issues, the Principal and the board of directors will decide on a course of sanctions and the future of the student at the school.

The school promotes and expects high standards of behaviour from all its school community. The following are the core objectives of our Behaviour Management Policy:

- 1) To create a safe and stimulating learning environment in which our students can discover and develop their intellectual, physical, social and creative potential
- 2) To help our students to be happy, well-balanced, ethical individuals who work effectively and willingly with others
- 3) To uphold the principles of equality of opportunity and fair treatment of all individuals
- 4) To encourage our children to be safe, organised, accountable and respectful

School expectations for good behaviour apply everywhere inside the school gate, on school buses and during school trips.

Student Rights:

To be able to study, learn safely and effectively

To have their opinions listened to

To enjoy life at school

To be treated with respect

To know and keep the school rules

Do your homework and classwork

Show respect to fellow students, staff and visitors

Be punctual for registration, lessons and activities

Take care of school property and the school environment

To behave responsibly when representing the school in the community

- School rules:
- Always do what you are asked to do the FIRST time.
 - Always be prepared for your work.
 - Work in a way that does not disturb the work of other students.
 - Care for the property and belongings of the school and other people.
 - Treat all others with respect and courtesy.

POSITIVE REINFORCEMENT

Pupils are rewarded for good behaviour through praise that reinforces acceptable behaviours. Positive behaviour is reinforced using LMS, school certificates and the

assignment of 'special responsibilities' e.g. class helper etc.

Points are awarded based on hard work, kindness to others and cooperation. This encourages a sense of belonging and fosters cooperation. The achievement of groups of children and individuals will be celebrated at assemblies.

Parents will be notified of general classroom, playground and bus concerns by the class teacher through the communication books, via email or by telephone.

