

Teaching and Non-Teaching Staff Code of Conduct

Purpose

Brighton International Academy is committed to high standards of professional conduct to safeguard and promote the welfare, safety and wellbeing of all students. All staff are expected to act as positive role models, maintain professional boundaries, uphold the school's values and follow the Staff Code of Conduct and all safeguarding-related policies.

Staff must raise concerns in good faith, especially where there are child protection, safeguarding, professional conduct or welfare concerns. Concerns should be reported through the school's agreed reporting and whistleblowing procedures.

This Code of Conduct sets out key professional expectations for all teaching and non-teaching staff. It should be read alongside the Child Protection and Safeguarding Policy, Behaviour Policy, Online Safety Policy, Health and Safety Policy, Physical Intervention procedures, Staff Acceptable Use Agreement and other relevant school procedures.

Scope

This policy applies to all teaching and non-teaching staff, senior leaders, administrative staff, support staff, temporary staff, supply staff, volunteers, visitors, coaches, contractors and any adult working with or on behalf of Brighton International Academy.

The Code of Conduct forms part of the school's professional and disciplinary framework. All staff must read, understand and follow it. Breaches may lead to guidance, monitoring, further training, disciplinary action or referral to relevant authorities where required.

If an allegation or concern is raised about an adult's conduct or suitability to work with children, the school will follow its Allegations Against Staff and safeguarding procedures.

Definitions

- Safeguarding: protecting students from harm and supporting their wellbeing.
- Child protection: action taken when a student may be at risk of abuse, neglect or serious harm.
- Professional boundaries: keeping staff-student relationships appropriate and school-related.
- Confidentiality: keeping private information secure and sharing it only when needed.
- Whistleblowing: reporting a genuine concern about unsafe or improper practice.
- Low-level concern: a worry about adult behaviour that may be inappropriate or unsafe.
- Allegation: a serious concern that an adult may have harmed, or may pose a risk to, a student.
- Physical intervention: limited physical contact used only to prevent immediate harm.
- Intimate care: support with toileting, changing or personal care while protecting dignity and privacy.

Procedures

1. Principles of Professional Practice

All staff members, in accordance with their specific roles and responsibilities, are required to:

1. Make students' wellbeing, safety and educational development the primary focus of their professional conduct.
2. Set and maintain high standards for every student, actively challenge underperformance, and support students in making progress regardless of their personal circumstances or background.
3. Act with fairness and respect towards students, giving due consideration to their ideas, opinions, experiences and feelings, while valuing diversity and individual differences.
4. Lead by example by demonstrating the personal and professional qualities they seek to develop in students, including integrity, curiosity, tolerance, patience, responsibility, care for others, adab, amanah and

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5. Show awareness and sensitivity to students' varied home situations and life experiences, and acknowledge the important role parents and guardians play in supporting learning and development.
6. Work collaboratively with parents and guardians by valuing their perspectives and encouraging open communication, shared understanding and cooperation.
7. Reflect on professional practice, develop knowledge and skills, seek guidance when needed and remain open to learning from colleagues.

2. Position of Trust and Professional Boundaries

All staff are in a position of trust and must maintain professional boundaries with students at all times. Professional boundaries apply in person, online, during school activities, during educational visits, when using school systems, and outside school where contact relates to a student or former student.

Any inappropriate, exploitative, abusive or sexual relationship with a student, or former student where there is a continuing imbalance of power or safeguarding concern, is strictly prohibited and may constitute a criminal offence. Staff must also be aware that the creation, possession, accessing, storing or distribution of indecent images of children, including through electronic means, is illegal and may result in criminal prosecution, dismissal and referral to relevant authorities.

- Staff must never use their role, authority, influence or access to students for personal benefit.
- Staff must not encourage secrecy, special relationships, favouritism, dependency or exclusive emotional relationships with students.
- Staff must report any situation where their actions may have been misunderstood or where a boundary concern has arisen.

3. Core Expectations for All Staff

Staff are expected to:

- treat all students with dignity, respect and fairness, and promote positive, respectful and safe behaviour;
- remain vigilant to signs of abuse, neglect, exploitation, bullying, online harm, emotional distress or changes in behaviour that may indicate a safeguarding concern;
- follow all safeguarding, behaviour, online safety, health and safety, first aid, confidentiality and related school policies;
- use appropriate language and maintain professional standards in all interactions with students, parents, colleagues and visitors;
- ensure meetings with students take place only in appropriate, visible settings and never in secluded areas;
- refrain from using student bathrooms, changing rooms or shower facilities;
- obtain consent before providing physical support where appropriate and use physical intervention only as a last resort, in accordance with school procedures;
- follow school expectations regarding communication with students, social media, mobile technology, searching and screening procedures;
- report all safeguarding concerns immediately in accordance with school procedures;
- sign the Staff Code of Conduct upon commencement of employment and annually thereafter.

4. Confidentiality and Information Sharing

Staff may, in the course of their duties, have access to confidential information relating to students and families. Personal or confidential information must only be shared on a strict need-to-know basis and must never be disclosed unnecessarily. Where it is not essential to identify a student, information should be shared

in an anonymised form.

Confidential information must never be used to intimidate, humiliate, gossip about, embarrass or disadvantage a student, parent or member of staff. Information must be stored securely and must not be removed from school premises unless it is held on authorised, password-protected school equipment and there is a clear professional reason.

Where abuse, neglect, harm or risk is suspected, staff must report immediately through Section 10.2 of the Child Protection and Safeguarding Policy. Allegations and concerns about school adults must follow Section 14. Information must remain confidential and be shared only with those who need to know.

5. Whistleblowing and Speaking Up

All staff have a responsibility to raise concerns about unsafe, unethical, illegal or poor safeguarding practice. Concerns must be raised in good faith and without delay. Staff who raise genuine concerns should not be treated unfairly or subjected to retaliation.

Any allegation, low-level concern or concern about the conduct or suitability of a member of staff, volunteer, visitor, contractor or other school adult must be reported directly and immediately to Ms. Eman Omar, Principal/DSL. If the concern involves Ms. Eman Omar, report directly to the CEO, Mr. Khalid Essa Al Mannai, or designated Board Member, Dr. Ahmad Qabbary, without informing her. Follow Section 14 of the Child Protection and Safeguarding Policy and the Confidentiality, Privacy and Whistleblowing Policy.

6. Propriety, Behaviour, Reputation and Appearance

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. An individual's behaviour, either in or out of the workplace, must not compromise their position within the school or bring Brighton International Academy into disrepute.

Dress and appearance are matters of personal choice and self-expression; however, staff must ensure that they are dressed decently, safely and appropriately for their role, duties and the school context. Staff who dress or present themselves in a way that may be viewed as inappropriate may place themselves at risk of criticism or allegations of unprofessional conduct.

Items or materials of a sexually explicit, offensive, discriminatory, extremist or otherwise inappropriate nature, including books, magazines, videos, images, digital content or files on electronic devices, must not be brought onto, kept on, accessed from, or shared on school premises or school systems.

7. Gifts, Rewards and Favouritism

Staff must take care not to accept any gift, payment, benefit or favour that could reasonably be perceived as an attempt to influence their professional judgement or secure preferential treatment. Small tokens of appreciation from students or parents at appropriate times, such as the end of the academic year, may be acceptable where they are modest and transparent.

Accepting gifts regularly, privately, secretly, or of significant monetary value is not permitted. Staff must not give personal gifts to individual students, as this may be misinterpreted as favouritism, grooming behaviour or an attempt to influence a student. Rewards must align with the Behaviour Policy, be applied fairly and consistently, and be recorded where appropriate.

8. Social Contact, Social Networking and Electronic Communication

Staff must not seek to form personal or social relationships with students or encourage friendships outside a professional context. This includes contact through social media platforms, messaging services, gaming platforms, blogs, personal email accounts, personal telephone numbers or any unofficial communication channel.

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Staff must not share personal contact details with students, including home or mobile phone numbers, personal email addresses, social media accounts or home addresses, unless there is a clear professional need and prior approval has been obtained from senior management.

Communication with students and parents must be professional, necessary, transparent and through approved school channels. Staff must not delete, hide or move safeguarding-relevant messages outside school systems. Any inappropriate communication received from a student must be reported and recorded.

9. Physical Contact, Personal Privacy and Intimate Care

There are situations in which physical contact between staff and students is appropriate and necessary; however, such contact must always be consistent with the staff member's professional role and responsibilities. Contact must be in response to the student's immediate needs, brief, necessary, age-appropriate, culturally sensitive, non-secretive and open to scrutiny.

Staff should seek the student's consent before initiating physical contact where appropriate and must be attentive to the student's verbal and non-verbal responses. Physical contact must never be casual, secretive, for the personal gratification of the adult, or involve any misuse of authority.

Students have a right to privacy and dignity when changing clothes, using bathrooms, showering, receiving first aid or receiving personal care. Staff must not use student bathrooms, changing rooms or shower facilities.

Supervision must be appropriate to students' age, needs, dignity and safeguarding requirements.

Staff whose roles include intimate care responsibilities must receive specific training and written guidance. No other staff member should perform intimate care duties unless there is an emergency and immediate action is required to protect a student.

10. Behaviour Management and Physical Intervention

All students have the right to be treated with respect and dignity. Corporal punishment is prohibited. Staff and volunteers must not use degrading treatment, humiliation, sarcasm, insensitive comments, demeaning comments, aggressive shouting, intimidation, discrimination or any form of physical punishment.

Physical intervention may be used only as a last resort to prevent immediate harm to a student or others. Damage to property or leaving a supervised area justifies physical intervention only where it creates an immediate risk of harm. Disruption, refusal, non-compliance or an offence alone does not justify physical force. Any intervention must use the minimum necessary force for the shortest possible time and must be reported and recorded under the Physical Intervention Policy.

11. First Aid, Medication and Medical Support

The school must have trained first aiders or designated staff. Staff should only administer first aid or medication if they have received appropriate training and authorisation, except in an emergency where immediate action is required to protect life or prevent harm.

In urgent situations, reasonable efforts should be made to locate a trained first aider before an unqualified person administers aid. Any intervention must be safe, necessary, non-invasive where possible, and recorded according to school procedures.

12. One-to-One Situations and Meetings with Students

Staff working individually with students are more exposed to potential allegations. One-to-one interactions must be carefully planned, necessary, professional, transparent and risk assessed where appropriate.

When a one-to-one meeting is unavoidable, staff must avoid remote or secluded areas of the school. Where

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possible, doors should remain open or visual or auditory contact with others should be maintained. Arrangements for one-to-one meetings should be reviewed regularly to maintain safety.

Pre-arranged meetings with students outside school premises, or on site when the school is not in session, are not permitted unless prior approval has been obtained from the student's parent or guardian and a senior colleague with delegated authority.

13. Transporting Students

In certain circumstances, such as off-site activities, staff may be involved in transporting students. Transport arrangements must be planned in advance by a designated member of staff wherever possible.

Staff must not transport students in private vehicles. School-related transport must use approved school transport arrangements. In an emergency, staff must obtain emergency assistance and follow the school's emergency procedures. **Mobile Technology, Online Safety, Searching and Screening**

14. Educational Visits and School Clubs

Staff must exercise particular care when supervising students during educational visits, residential trips, school clubs, after-school activities, competitions and events where the environment may be less formal. Staff continue to hold a position of trust and the same professional standards apply at all times.

Activities must be appropriately planned, risk assessed, supervised and authorised. Staff must follow the school's Educational Visits procedures and ensure that safeguarding, medical, behaviour, transport, emergency and communication arrangements are clear.

15. Photography, Videos, Recordings and Image Use

Many school activities involve capturing images or recordings of students for curriculum purposes, extracurricular activities, school events, publicity or celebration of achievement. Since an image of a child is personal data, appropriate parental or guardian consent must be obtained before photographs or videos are used for websites, productions, publications, displays or other public purposes.

Staff must remain aware of the potential misuse of images, including grooming, bullying, identity concerns, online harm or the creation of indecent content. Activities involving photography or filming must be carefully planned, approved and supervised, especially where students are young, vulnerable or may not fully understand the purpose.

Students' preferences regarding the recording of their image must be respected where age-appropriate. Images must not be displayed in public spaces, shared online, published, sent externally or used for promotional purposes without proper consent.

- If a student is named, do not use their photograph; if a photograph is used, avoid naming the student.
- Images must be stored securely and accessed only by authorised staff.
- Be clear about the purpose of taking images and what will happen to them once the lesson or activity is completed.
- Inform a senior member of staff when photography or recording equipment is being used and explain the purpose.
- Ensure images are available for review to check appropriateness.
- Be able to justify why images were taken.
- Avoid creating images in one-to-one situations with a student unless there is a clear, approved and recorded reason.
- Do not take, display, publish or share images of students without proper consent.

16. Internet Use and Inappropriate Material

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The school's Online Safety Policy form part of this Code of Conduct. Staff must use school systems safely, legally, respectfully and professionally.

Staff must never access inappropriate images or content on school equipment or while on school premises. Deliberate access to pornography, sexually explicit content, extremist content, discriminatory content, illegal content or harmful material on school devices is gross misconduct and constitute a criminal offence.

17. Sharing Concerns, Recording Incidents and Low-Level Concerns

All staff have a responsibility to remain vigilant, share concerns and report incidents. Staff must not investigate safeguarding concerns themselves, promise confidentiality to a student, delay reporting, or assume that another person has reported the concern.

Student safeguarding concerns, disclosures and related records must be factual, dated, signed and submitted immediately through Section 10.2 of the Child Protection and Safeguarding Policy. Allegations, low-level concerns and adult suitability concerns must be submitted directly through Section 14. Routine behaviour records must follow the Behaviour Policy. Detailed safeguarding information must be stored separately in restricted safeguarding records.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with this Code of Conduct, including conduct outside school, but which does not meet the threshold for a formal allegation. Low-level concerns must still be reported, recorded and reviewed so that patterns can be identified and addressed.

18. Examples of Red Flag Behaviours

Staff must report any of the following behaviours, as they may indicate a breach of professional conduct, a low-level concern or a safeguarding concern:

- allowing a student to be treated poorly and ignoring or pretending not to notice it;
- inappropriately sharing information, gossiping or breaching confidentiality;
- exhibiting discriminatory behaviour or using offensive, aggressive or inappropriate language;
- dressing in a manner that is not suitable for the professional role;
- treating students unfairly or showing favouritism;
- failing to maintain appropriate personal and professional boundaries;
- using a position of trust to intimidate, threaten, coerce, control or undermine others;
- appearing to have an inappropriate social, emotional or online relationship with a student;
- displaying special, secretive or unequal relationships with a student or group of students;
- seeking unnecessary opportunities to be alone with a student;
- using personal devices or personal accounts to communicate privately with students;
- taking, storing or sharing images of students without consent or approval;
- failing to report safeguarding concerns immediately.

Roles and Responsibilities

All adults working with or on behalf of Brighton International Academy share responsibility for safeguarding and professional conduct. Specific responsibilities are outlined below.

Role	Responsibility
All Staff, Volunteers and Adults on Site	Read, understand and follow this Code of Conduct; maintain professional boundaries; attend safeguarding training; report concerns immediately;

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	cooperate with safeguarding and disciplinary procedures; sign the Staff Code of Conduct Acknowledgement on appointment and annually.
Senior Leadership and Board of Directors	Ensure this policy is implemented, communicated and reviewed; provide resources and training; manage allegations against staff in line with school procedures; take appropriate disciplinary or referral action where required.
Department Heads and Line Managers	Brief staff on expectations; monitor professional practice; address concerns early; support induction; ensure one-to-one work, trips, clubs and activities are safe and supervised.
HR and Administration	Ensure safer recruitment, induction and annual acknowledgement records are completed; maintain staff training and signed policy records; share this Code with relevant staff, volunteers and contractors.
Safeguarding Committee	Review safeguarding practice, audit compliance, monitor trends, support awareness activities, identify risks and recommend improvements to policies, procedures and training.
Students, Parents and Guardians	Use appropriate reporting channels to raise concerns, follow school communication expectations and support the school's safeguarding culture.

21. Allegations Against Staff and Suitability Concerns

Any allegation or concern that an adult has harmed a student, may have harmed a student, may have committed a criminal offence involving or related to a student, behaved in a way that indicates they may pose a risk of harm to children, or behaved in a way that raises concerns about suitability to work with children must be reported immediately.

The school will manage allegations and suitability concerns in accordance with its Allegations Against Staff procedures, safeguarding procedures, disciplinary procedures and any required reporting to external authorities. Staff must not discuss allegations inappropriately, investigate them independently or take any action that may compromise a safeguarding process.

22. Child Safeguarding Competencies for Staff

Staff who work with children and young people should demonstrate the following competencies:

Emotional Awareness

- recognises and understands a wide range of emotions in themselves and others;
- shows empathy towards the concerns and feelings of others;
- listens attentively to both direct and indirect expressions of emotion;
- encourages open communication and expression of feelings;
- manages strong emotions effectively and responds constructively to the source of problems;
- accepts personal feedback without becoming defensive;
- remains calm and constructive in highly stressful situations, helping to de-escalate and reassure others;
- uses a variety of strategies to manage stress appropriately;

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- respects the feelings, perspectives and circumstances of others.

Seeking and Using Professional Support

- recognises when professional guidance is needed and seeks support appropriately;
- understands and adheres to principles of confidentiality;
- asks for advice from the DSL, or the DDSs, when unsure about safeguarding or professional conduct.

Self-Awareness

- maintains a balanced understanding of oneself and others;
- has a realistic awareness of personal strengths and areas for development;
- demonstrates flexibility in approach to different situations;
- appreciates the challenges involved in working with children and young people;
- recognises personal stress, bias or emotional responses and seeks support when these may affect professional judgement.

Safeguarding and Promoting the Welfare of Children and Young People

- understands the importance of safeguarding and applies this understanding to meet the needs of all children and young people, regardless of their individual circumstances;
- possesses a secure understanding of the safeguarding agenda and the school's procedures;
- actively contributes to creating and maintaining a safe environment;
- keeps up to date with relevant training, policy updates and current developments;
- demonstrates a commitment to promoting best practice in safeguarding;
- shows a personal and professional commitment to the welfare, dignity and protection of children.

Monitoring and Evaluation

Monitoring Arrangements

Implementation of this Code of Conduct will be monitored through induction records, annual staff acknowledgements, safeguarding training records, supervision, appraisal, staff briefings, safeguarding audits, incident reviews, low-level concern reviews, educational visit checks, online safety monitoring and safeguarding committee oversight.

This policy will be reviewed annually, or earlier if there are changes in safeguarding practice, school procedures, Ministry of Education and Higher Education expectations, legal requirements or identified safeguarding risks.