



## **Staff Code of Conduct – Home to School Transport**

### **Interaction with Pupils**

Everything we say and do when we're around children can impact on their perception of appropriate behaviour and ways of expressing feelings. The things we say to or about children may have an effect of their self-esteem and emotional and psychological development.

### **To Communicate with Pupils**

Modify your speech;

- talk at a slow-to-normal pace
- in short sentences,
- use a pleasant tone,
- use simple structure,
- use names of people rather than (He said, She said etc),
- pause after phrases or short sentences, not after each word
- you do not want to distort the rhythm of the language
- avoid using a passive voice and complex sentences,
- if you have something important to convey speak one-on-one to the pupil rather than in front of the pupils.
- the anxiety of being in the spotlight interferes with comprehension.
- ask simple yes/no questions so that pupils have an opportunity to respond.
- accept one word answers or gestures.

### **Appropriate & Inappropriate Behaviour**

You should never;

Allow or engage in any form of inappropriate touching

Allow children, young people or vulnerable adults to use inappropriate language without challenging it

Enter into a physical 'adult' relationship with a person under 18 or vulnerable adult to whom you are in a position of trust, even if they give their consent. This would be a criminal offence if the relationship was with a child.

Give a child, young person or vulnerable adult your personal phone number, personal email or home address

Do personal things for a child which they can do for themselves. If a child has a disability any tasks should only be performed with the full understanding and consent of the parents/carers

Allow allegations made by a child/vulnerable adult or about a child/vulnerable adult to go unchallenged, unrecorded or not acted upon