

Staff Code of Conduct

A code of conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe. Staff should remember that they are role models and are in a position to influence. Every member of the school community has a responsibility to maintain their reputation and the reputation of the school whether inside or outside working hours.

This guidance has been produced to help all staff establish the safest possible learning and working environments. The aims are to safeguard students and staff.

This code of conduct clarifies:

- What is expected in terms of professional behaviour
- What constitutes illegal behaviour
- What constitutes misconduct
- What is safe practice
- Behaviours that should be avoided

This code of conduct applies to:

- All staff employed by the school including the Headteacher
- All support staff employed by the school
- (Governors have their own Code of Conduct)

If a member of staff does not follow this code of conduct this may lead to disciplinary procedures.

<p>Professional Behaviour</p> <ul style="list-style-type: none"> • Staff are responsible for their own actions. • Staff should avoid any conduct which may lead any reasonable person to question their motivations and intentions. • Staff behaviour should demonstrate a high standard. • Behaviour outside of school should be of such that would not seriously damage the reputation of the employee, school or school community. <p><i>Related policies/documents:</i> <i>Teaching Standards</i> <i>Behaviour for Learning Policy</i> <i>E-Safety Policy</i> <i>Anti-Bullying Policy</i></p>	<p>This means staff must:</p> <ul style="list-style-type: none"> • Maintain a professional approach at all times. • Avoid using inappropriate or offensive language whilst in the company of students. • Act appropriately towards all members of the school community. • Lead by example when dealing with student situations. All members of the school community should be treated with respect. • Encourage students to demonstrate high standards of conduct. • Be aware that behaviours outside of school that are likely to be regarded as unacceptable include violence, possession or use of illegal drugs or sexual misconduct. • Avoid inappropriate sarcasm. • Avoid remarks that could be deemed homophobic, racist or sexist or discriminatory in any way.
<p>Duty of Care</p> <ul style="list-style-type: none"> • All staff have a duty to keep young people safe and protect them from physical and emotional harm. • Employers have a duty of care towards their employees which requires them to provide a safe working environment for staff and guidance about safe working practices. <p><i>Related policies/documents:</i> <i>Child Protection Policy</i> <i>Drugs and Substance Abuse Policy</i> <i>Supporting Students with Medical Needs Policy</i> <i>Anti-Bullying Policy</i> <i>Health and Safety Policy</i></p>	<p>This means that staff must:</p> <ul style="list-style-type: none"> • Know the name of their designated person for Child Protection, be familiar with Child Protection Policy and procedures and understand their responsibilities to safeguard and protect students. • Avoid any conduct which would lead any reasonable person to question their motivation and intentions. • Be responsible for their own actions and behaviour • Ensure they are aware of safeguarding procedures and systems.

<p>Exercise Professional Judgement</p> <ul style="list-style-type: none"> • All staff are expected to make judgements about their behaviour to secure the best interests and welfare of students in their care. • Staff are expected to have knowledge on what is illegal, inappropriate or inadvisable. <p><i>Related policies/documents:</i> <i>Behaviour for Learning Policy</i> <i>Health and Safety Policy</i> <i>E-Safety Policy</i> <i>Child Protection Policy</i> <i>Teaching Standards</i></p>	<p>This means that staff must:</p> <ul style="list-style-type: none"> • Discuss the circumstances that informed their action or proposed action with a member of SLT. This includes misunderstandings, accidents and threats. • Record all discussions and actions taken with justifications by an appropriate means.
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<p>Power and Positions of Trust</p> <ul style="list-style-type: none"> • The staff/student relationship is one based on trust. With this type of relationship there is the potential for exploitation and harm of vulnerable young people. Staff need to ensure that this relationship is not used for personal advantage or gratification. • Staff should always maintain appropriate professionalism. Any behaviour which might be misinterpreted by others should be avoided. • It is an offence for a person aged 18 or over and who is in a position of trust with a child under 18 to engage in sexual activity with or in the presence of that young person. Where a position of trust established with a student who has recently left the school, any attempt to engage in sexual or inappropriate behaviour will be treated as cause for concern and as a breach of trust established in that prior relationship. <p><i>Related policies/documents:</i> <i>Behaviour for Learning Policy</i> <i>Teaching Standards</i> <i>E-Safety Policy</i> <i>Child Protection Policy</i> <i>Safeguarding Policy</i></p>	<p>This means that staff must not:</p> <ul style="list-style-type: none"> • Use their power to intimidate, threaten or undermine students. • Enter into a relationship with a student which is of a sexual or inappropriate nature. • Use their position to gain unnecessary access to a student's information for their own advantage. • Attempt to initiate a relationship with a recent ex-student which is of a sexual or inappropriate nature.
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<p>Confidentiality</p> <ul style="list-style-type: none"> • SIMS information is available to all teaching staff. A large proportion of this information is confidential. This information about the student or their family should not be used for staff's own advantage. • Confidential information should only be shared on a need to know basis. • It is important to listen to and support students however confidentiality should never be promised. • Concerns or allegations regarding adults should be reported via Whistleblowing Policy. <p><i>Related policies/documents:</i> <i>Allegations Against Staff Policy</i> <i>Behaviour for Learning Policy</i> <i>Teaching Standards</i> <i>Whistleblowing Policy</i></p>	<p>This means that staff must:</p> <ul style="list-style-type: none"> • Treat all information they hold about students in a discreet and confidential manner. • Seek advice from a member of SLT if they are in doubt about sharing information. • Know the procedure for reporting Child Protection concerns or concerns regarding staff. • Know the procedure for reporting Allegations against members of staff.
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<p>Property and Behaviour</p> <ul style="list-style-type: none"> • Staff should adopt high standards of professional conduct. Failure to do so may result in a loss of confidence and respect by colleagues, students and parents. • All behaviours exhibited by a member of staff should not compromise their position within school. Staff should be aware that behaviour in their personal lives may impact upon their work with students. <p><i>Related policies/documents:</i> <i>Teaching Standards</i> <i>E-Safety Policy</i> <i>Behaviour for Learning Policy</i></p>	<p>This means that staff must not:</p> <ul style="list-style-type: none"> • Behave in a way which would lead any reasonable person to question their suitability to work with students. • Drink alcohol with current students or purchase alcohol for current students. Some members of staff may find that they are personal friends with a parent and might lead to a social engagement where a student is present. Staff should make their line manager aware of these exceptional circumstances. • Drink alcohol when on school trips. • Smoke whilst in the company of students/those under the legal age. • Make inappropriate remarks to a student whether it be verbally, electronically, written or any other communication. • Discuss their own sexual relationships or those of their colleagues with or in the presence of students. • Discuss students' sexual relationships in an inappropriate context.
<p>Dress and Appearance</p> <ul style="list-style-type: none"> • A smart appearance is expected at all times for staff. We expect students to be smart and well presented in their uniform and the same applies to staff. • Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism. • Female staff: smart, tailored trousers or a skirt with a smart top, or a dress. (Skirts/dresses should be just above the knee or longer). Jackets are desirable but not essential. Shoulders should be covered. • Male staff: a collared shirt (long or short sleeved), and full length tailored trousers. Jackets and ties are desirable but not essential. • Items such as vests/sleeveless tops, bare midriffs, denim, combat trousers and flip flops/mules (for safety reasons) are inappropriate for school. <p><i>Related policies/documents:</i> <i>Teaching Standards</i></p>	<p>This means staff must ensure their appearance and clothing:</p> <ul style="list-style-type: none"> • Is professional and appropriate to their role. • Is not likely to be viewed as offensive, revealing or sexually provocative. • Does not contain any political or otherwise contentious slogans, pictures or symbols. • Some roles may require a less formal dress, however, attire should also remain appropriate.
<p>Gifts</p> <ul style="list-style-type: none"> • Any acceptance of gifts needs to be exercised with caution. Acceptance of gifts may be interpreted as a bribe or an indication of potential preferential treatment. • There are times when parents or students like to give a gift by way of appreciation e.g. Christmas. This is acceptable however receiving gifts on a regular basis is not. • Members of staff are not permitted to give personal gifts to students. <p><i>Related policies/documents:</i> <i>Teaching Standards</i> <i>Behaviour for Learning Policy</i> <i>Rewards and Achievement Policy</i></p>	<p>This means that staff must:</p> <ul style="list-style-type: none"> • Ensure acceptance of gifts from parents/students is appropriate. • Only award gifts/prizes/awards as part of the school's policy on Rewards and Achievement.

<p>Personal Living Space</p> <ul style="list-style-type: none"> No student should be invited into the home of a member of staff. Any exceptional circumstance that could lead to this must be discussed with a member of SLT. <p><i>Related policies/documents: Teaching Standards</i></p>	<p>This means that staff must:</p> <ul style="list-style-type: none"> Not share their personal address with students. Maintain professional boundaries at all times.
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<p>Physical Contact/Physical Education/Physical Intervention</p> <ul style="list-style-type: none"> Staff should use their professional judgement at all times about the appropriateness of physical contact. School staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. This force can be used to control or restrain students. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Force should never be used as a punishment. Physical contact should never be discreet, secretive or be for the gratification of the adult. Any physical contact that could be misinterpreted should be raised with a member of SLT. Physical Education and Music staff often need to initiate physical contact to support them in a task. This should be done with the student's agreement. Students are entitled to privacy when changing/showering. Any supervision by staff should be appropriate to the needs of the students. Physical Intervention may be used to prevent a student committing a criminal offence, injuring themselves, injuring others or cause physical damage. <p><i>Related policies/documents: Teaching Standards Behaviour for Learning Policy SEND Policy Intimate Care Policy</i></p>	<p>This means staff must:</p> <ul style="list-style-type: none"> Never touch a student in a way that may be interpreted as indecent, inappropriate or abusive. Be prepared to discuss the reasons for any physical contact and be open to scrutiny. Be aware of students on the SEND register that may need physical contact due to their EHCP/Statement. Use the minimum force for the shortest amount of time necessary. Always seek the student's permission and explain the reason for the physical contact. Avoid physical contact when students are in a state of undress. Avoid intrusive behaviour in changing rooms, showers or any area where students may be in a compromising situation. Document and report all physical intervention to a member of SLT. Refer to the Intimate Care Policy when adhering to any care tasks of an intimate nature.
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<p>Distressed students/1:1 sessions/students who need additional support</p> <ul style="list-style-type: none"> There are students identified by the Pastoral Team/SEND Team who may need additional support. These students may sometimes come across as distressed and in need of comfort, reassurance or 1:1 support. Staff should raise any concern about a student to a member of Pastoral Team if they feel a student's behaviour could be interpreted as distressed. <p><i>Related policies/documents: Teaching Standards Child Protection Policy Behaviour for Learning Policy</i></p>	<p>This means that staff must:</p> <ul style="list-style-type: none"> Follow Child Protection Procedures. Record any incident and report to the relevant Year Leader/Pastoral Leader/member of SLT. Keep the door open/ensure visual access unless the session is a scheduled one in a supervised area Avoid all pre arranged meetings with students away from the school premises without the permission of a member of SLT.
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<p>Sexual Contact with Students</p> <ul style="list-style-type: none"> Any sexual behaviour by a member of staff with or towards a student is illegal. Illegal activity includes non contact activities (e.g. encouraging students to watch or engage in sexual activity or the production of pornographic material) as well as physical acts. <p><i>Related policies/documents:</i> Child Protection Policy Safeguarding Policy E-Safety Policy</p>	<p>This means staff must:</p> <ul style="list-style-type: none"> Not engage with any sexual behaviour with students or young people both in and out of school. Avoid any communication with students/young people that could be interpreted as sexual, provocative (e.g. text messages, emails, phone calls etc)
<p>Transporting students/Extra curricular activities/First Aid</p> <ul style="list-style-type: none"> School trips may give rise to an occasion where a member of staff/volunteer may agree to transport students. The appropriate insurance must be held. Extra curricular activities may be in a less formal atmosphere of the classroom. Sometimes a more relaxed approach is appropriate in these circumstances however staff are still in a position of trust. Staff behaviour should be professional and appropriate. <p><i>Related policies/documents:</i> Off Site Activity Policy Child Protection Policy SEND Policy Supporting Students with Medical Needs Policy</p>	<p>This means that staff must:</p> <ul style="list-style-type: none"> Follow the school's Trips Procedure. Plan and agree arrangements with the Trip Leader and a member of SLT. Be aware that the safety and welfare of the student is their responsibility. Be aware of specific medical/SEND needs of the students involved. Only use the school mobile phone and camera. Not take pictures/videos of students without parental consent. Not share personal mobile numbers. A school mobile is available.
<p>Curriculum</p> <ul style="list-style-type: none"> Staff are expected to follow the curriculum both set out by the school and nationally. All lessons should be planned. Staff are expected to complete accurate Data Entries within a time frame outlined in the school's assessment calendar. <p><i>Related policies/documents:</i> Student Progress Policy Marking Policy Curriculum Policy</p>	<p>This means staff must:</p> <ul style="list-style-type: none"> Have clear lesson plans which form part of an overall Scheme of Work as agreed by their Subject Leader. Be aware of the policies on Teaching and Learning, Marking and Student Progress.
<p>Sharing concerns – staff and students</p> <ul style="list-style-type: none"> All staff should be aware of the importance of safeguarding. Staff should have hard copies of both Child Protection Policy and Allegations against staff policy. Any allegation made against a member of staff should follow the school's procedures. Members of staff should feel able to discuss matters with their Line Manager. <p><i>Related policies/documents:</i> Allegations Against Staff Policy Child Protection Policy Teaching Standards</p>	<p>This means staff must:</p> <ul style="list-style-type: none"> Be clear on Child Protection Policies and procedures. Record any incident and pass on the information to the necessary member of staff.

Appendix:

Teachers' Standards

Preamble

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Part one: Teaching

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge students**
 - establish a safe and stimulating environment for students, rooted in mutual respect
 - set goals that stretch and challenge students of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

- 2. Promote good progress and outcomes by students**
 - be accountable for students' attainment, progress and outcomes
 - be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
 - guide students to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how students learn and how this impacts on teaching
 - encourage students to take a responsible and conscientious attitude to their own work and study

- 3. Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

- 4. Plan and teach well structured lessons**
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being

Part two: personal and professional conduct

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

Signed: _____ Date: 16.03.2017

Chair of the Board of Trustees

<i>Policy Approved by Trustees</i>	16.03.2017
<i>Reviewed on</i>	
<i>New Review Date</i>	