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Further Information	SISEF4 Suitability of Staff	

CODE OF CONDUCT FOR SCHOOL STAFF

INTRODUCTION

Ringwood Waldorf School is required to set out a Code of Conduct for all school staff.

Our code of conduct reflects how Ringwood Waldorf School is to conduct itself at all times. The word 'Staff' in this policy applies to all volunteers including Trustees of the School.

All communication and interaction between members of the family - staff, children, parents, carers and visitors - must reflect our school ethos.

All staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal.

1. PURPOSE, SCOPE AND PRINCIPLES

1.1. A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe, and the school should notify staff of this code and the expectations therein. Members of school staff are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the pupils within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

2. BEING A ROLE MODEL

2.1. All staff that work in schools set examples of behaviour and conduct, which can be copied by pupils/students.

2.2. All staff must, therefore, demonstrate the highest standards of conduct in order to encourage our pupils/students to do the same. Eg, Staff must avoid using inappropriate or offensive language at all times.

2.3. All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

2.4. This Code helps all staff to understand what behaviour is and is not acceptable.

3. SAFEGUARDING PUPILS/STUDENTS

3.1. Staff have a duty to safeguard pupils/students from:

3.1.1. Physical abuse

3.1.2. Sexual abuse

3.1.3. Emotional abuse

3.1.4. Neglect

3.2. The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student to the school's Designated Safeguarding Lead (DSL).

3.2.1. The school's DSL Louise Tiley

3.2.2. The school's Deputy DSLs are Carrol Muckersie and Liz Tomkins

3.3. Staff members are provided with personal copies of the school's Child Protection Policy and staff must be familiar with these documents. Copies of these are available in the office and on the school website.

3.4. Staff must not demean or undermine pupils, their parents or carers, or colleagues.

3.5. Staff must take the upmost care of pupils/students under their supervision with the aim of ensuring their safety and welfare.

3.6. Staff must not use their mobile phone as a camera in school. Any photograph/video must be taken using school equipment. Staff must only save images on school devices.

3.7. Staff who are in contact with pupils should not use their mobile phones in school during their directed hours / paid hours of employment, unless in the school office or staff room. Outside of these times, mobile phones should only be used in areas of the school where pupils are not present.

3.8. Working alone with a student should be avoided if possible. However, it is recognised that this is not always possible. In these instances, staff should be seated near an open door, or a door with a pane of glass, within the line of sight of those walking past. It is essential that the environment helps the pupils feel safe and that the potential for allegations is minimised.

3.9. All teachers and other members of staff who routinely spend time with pupils are required to complete a course on Child Protection in Education Level 2. A refresher course is required once every two years.

4. PUPIL/STUDENT DEVELOPMENT

- 4.1. Staff must comply with school policies and procedures that support the well being and development of pupils/students.
- 4.2. Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.
- 4.3. Staff must follow reasonable instructions that support the development of pupils/students.

5. HONESTY AND INTEGRITY

- 5.1. Staff must maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- 5.2. All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for schools.
- 5.3. Gifts from suppliers or associates of the school must be declared to the School Management Team, or to the Chair of Trustees, with the exception of "one off" token gifts from students or parents. Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted.

6. CONDUCT OUTSIDE WORK

- 6.1. Staff must not engage in conduct outside work, which could seriously damage the reputation and standing of the school, or the employee's own reputation or the reputation of other members of the school community. Any such conduct could lead to dismissal.
- 6.2. In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable and could lead to dismissal.
- 6.3. Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Staff must not use social media e.g. Facebook with pupils or former pupils.
- 6.4. Staff must not engage in inappropriate use of social network sites, which may bring themselves, the school, school community or employer into disrepute.

- 6.5. Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school and is not to a level, which may contravene the working time regulations or affect an individual's work performance.
- 6.6. All members of staff must declare any business interests outside of school that may be connected either to the supply of goods / services to the school or be rewarded through association with the school.
- 6.7. Staff may not engage in activity, behaviour or interests within or outside of school which may bring themselves, the school, school community or employer into disrepute.
- 6.8. Staff must only use their school email account or school learning platform account when communicating electronically with pupils and parents, or anything else relating to school business.

7. CONFIDENTIALITY

- 7.1. Where staff members have access to confidential information about pupils/students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student.
- 7.2. All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil/student is in conflict with another pupil/student (or with a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's/student's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.
- 7.3. However, staff members have an obligation to share with a School Management Team member or the school's Designated Senior Person any information which gives rise to concern about the safety or welfare of a pupil/student. Staff must never promise a pupil/student that they will not act on information that they are told by the pupil/student.

8. DISCIPLINARY ACTION

- 8.1. All staff members need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

This policy should be read in conjunction with:

- **School Safeguarding Policy**
- **School Ethos Statement**
- **Equal Opportunities Policy**
- **SWSF Code of Practice**

Please also read appendix 1 – 4 on the following pages.

Appendix 1

Aide memoire for all staff

1. COMMUNICATION

- 1.1. use a positive statement rather than a negative one so that children can learn what we expect of them in any situation.
- 1.2. use a calm tone of voice at all times, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable.
- 1.3. avoid using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem.
- 1.4. speak respectfully to other adults at all times, even if we disagree with them.

2. PROFESSIONALS WILL

- 2.1. avoid workplace gossip and negativity as it breeds resentment and becomes a roadblock to effective communication and collaboration. We all have a duty to take active steps to divert conversations away from this if we come across it.
- 2.2. maintain confidentiality about anything that we see or hear in the school, so that parents and children can trust us, and as a way of showing respect to our fellow professionals.
- 2.3. work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the children.
- 2.4. work within the school's policies and practices, so that what we do is consistent with what has been agreed between all members of the staff and the Trustees.
- 2.5. treat everyone with respect.
- 2.6. dress appropriately, so that we set a good example for the children and to show that we are here to work.
- 2.7. behave in a positive way despite any personal problems that we may have, especially in front of the children.

Appendix 2

from Teachers' Standards Effective from 1 September 2012 (DfE)

1. 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.

1.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1.1.1. treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position.

1.1.2. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.

1.1.3. showing tolerance of and respect for the rights of others.

1.1.4. 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.

1.1.5. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

1.2. 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.

1.3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 3

DfE Teachers' Standards

Teachers make the education of their pupils 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 pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- 1.1. establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1.2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1.3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- 2.1. be accountable for pupils' attainment, progress and outcomes
- 2.2. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 2.3. guide pupils to reflect on the progress they have made and their emerging needs
- 2.4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 2.5. encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- 3.1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 3.2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 3.3. 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
- 3.4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 3.5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- 4.1. impart knowledge and develop understanding through effective use of lesson time
- 4.2. promote a love of learning and children's intellectual curiosity
- 4.3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- 4.4. reflect systematically on the effectiveness of lessons and approaches to teaching
- 4.5. 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 pupils

- 5.1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 5.2. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 5.3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- 5.4. have a clear understanding of the needs of all pupils, 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

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

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

- 7.1. 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
- 7.2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 7.3. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 7.4. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

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

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o 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
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
2. 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.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 4

DfE Teachers' Standards how should they be used?

"Nothing has more impact on a child's achievement than the quality of teaching they receive and in the new standards for teachers we have prioritised the importance of classroom practice and subject knowledge." Dame Sally Coates, Chair of the independent Review of Teachers' Standards and Principal of Burlington Danes Academy What are the Teachers' Standards?

- The Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.
- They were developed by an independent review group made up of leading teachers, headteachers and other experts. Practising teachers can use the Teachers' Standards to support their own professional development and growth.
- They can be used by individual teachers to review their practice and inform their plans for continuing professional development.
- The most successful education systems in the world are characterised by high levels of lesson observation. Teachers benefit from observing one another's practice in the classroom. Teachers learn best from other professionals. Observing teaching and being observed, and having the opportunity to plan, prepare, reflect and teach with other teachers can help to improve the quality of teaching.
- Many teachers are keen to improve their own practice by having feedback on their teaching from colleagues and from observing the practice of others. Those involved in training and inducting new teachers must use the Teachers' Standards to ensure quality of new entrants to the profession.
- The Teachers' Standards must be used by initial teacher training (ITT) providers to assess when trainees can be recommended for qualified teacher status.
- They must be used by schools to assess the extent to which newly qualified teachers can demonstrate their competence at the end of their induction period. "The new Teachers' Standards give an unequivocal message that highly effective teaching is what matters in this profession. The Review Group has seized the opportunity to raise the bar for current and future teachers. Our nation's children and young people deserve no less." Roy Blatchford, Deputy Chair of the independent Review of Teachers' Standards and Director of the National Education Trust Headteachers and others should use the Teachers' Standards to improve standards of teaching in their schools, by setting minimum expectations and assessing performance against them.

- The Teachers' Standards must be used by maintained schools to assess teachers' performance. They can be used by all schools and teachers to identify development needs and plan professional development.
- Appraisers should use their professional judgement and common sense to assess teachers to a level that is consistent with what should reasonably be expected of that teacher, given their role and level of experience.
- Teachers will be assessed as to whether they are highly competent in all elements of the Teachers' Standards and whether their achievements and contribution to an educational setting or settings are substantial and sustained.
- In addition to the Teachers' Standards, governing bodies have the option of also assessing headteachers' performance against the 2004 National Standards for Headteachers.
- SIS inspectors will consider the extent to which the Teachers' Standards are being met when assessing the quality of teaching in all schools (including academies). The National College for Teaching and Leadership can use Part Two of the Teachers' Standards when hearing cases of serious misconduct.
- Since April 2012, the National College for Teaching and Leadership has been able to use Part Two of the Teachers' Standards when hearing cases of serious misconduct, regardless of the setting in which a teacher works. "The Teachers' Standards... set clear expectations about the skills that every teacher in our schools should demonstrate. They will make a significant improvement to teaching by ensuring teachers can focus on the skills that matter most." Michael Gove, Secretary of State for Education, launching the Teachers' Standards in July 2011

Appendix 5

<https://www.gov.uk/government/publications/bribery-act-2010-guidance>