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Staff Code of Conduct

1. Aims

This policy aims to set and maintain standards of conduct that we expect all staff to follow.

By creating this policy, we aim to ensure our school is an environment where everyone is safe, happy and treated with respect. Many of the principles in this code of conduct are based on the [Teachers' Standards](#).

School staff are in a unique position of influence, and will act as role models for pupils by consistently demonstrating high standards of behaviour. 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. All communication and interaction between members of the community - staff, children, parents, carers and visitors - must reflect our school ethos.

We expect that all teachers will act in accordance with the personal and professional behaviours set out in the **Teachers' Standards**.

We expect all support staff, trustees and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the school and its pupils.

2. Legislation and Guidance

In line with the statutory safeguarding guidance '[Keeping Children Safe in Education](#)', we have a staff code of conduct, which should cover acceptable use of technologies, staff/pupil relationships and communications, including the use of social media.

3. General Obligations

Staff set an example to pupils. They will:

- Maintain high standards in their attendance and punctuality
- Never use inappropriate or offensive language in school
- Treat pupils and others with dignity and respect
- Show tolerance and respect for the rights of others
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Express personal beliefs in a way that will not overly influence pupils, and will not exploit pupils' vulnerability or might lead them to break the law
- Understand the statutory frameworks they must act within

- Adhere to the Teachers' Standards
- Avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

4. Safeguarding Pupils

Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, or neglect.

Staff will familiarise themselves with our Child Protection and Safeguarding policy, which includes specific safeguarding issues such as the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.

Our Child Protection and Safeguarding policy is available in the staff room and from the school office. New staff will also be given copies on arrival.

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

- The school's DSL **Louise Tiley**
- The school's Deputy DSLs are Carrol Muckersie, Liz Tomkins and Joanna Walter

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

5. Pupil Development

Staff must comply with school policies and procedures that support the wellbeing and development of pupils/students.

Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.

Staff must follow reasonable instructions that support the development of pupils/students.

6. Staff/pupil relationships

Staff will observe proper boundaries with pupils that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

If staff members and pupils must spend time on a one-to-one basis, staff will ensure that:

- This takes place in a public place that others can access
- Others can see in to the room
- A colleague or line manager knows this is taking place

Staff should avoid contact with pupils outside of school hours if possible.

Personal contact details should not be exchanged between staff and pupils. This includes social media profiles.

While we are aware many pupils and their parents may wish to give gifts to staff, for example, at the end of the school year, gifts from staff to pupils are not acceptable, beyond the modest pupils' birthday celebrations marked by the school.

If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, this should be reported to their line manager or SMT.

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.

7. Communication and social media

School staff's social media profiles should not be available to pupils. If they have a personal profile on social media sites, they should not use their full name, as pupils may be able to find them. Staff should consider using a first and middle name instead, and set public profiles to private.

Staff should not attempt to contact pupils or their parents via social media, or any other means outside school, in order to develop any sort of relationship. They will not make any efforts to find pupils' or parents' social media profiles.

Staff will ensure that they do not post any images online that identify children who are pupils at the school without their consent.

Staff should be familiar with the school's Online Safety policy and agree to the school's acceptable use agreement.

8. Acceptable use of technology

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.

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.

Staff will not use personal mobile phones and laptops, or school equipment for personal use, in school hours or in front of pupils. They will also not use personal mobile phones or cameras to take pictures of pupils.

We have the right to monitor emails and internet use on the school IT system.

nB: Staff may of course use their personal phone in an emergency if it is the closest to hand.

9. Confidentiality

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.

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.

In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, pupils and their parents.

This information will never be:

- Disclosed to anyone without the relevant authority
- Used to humiliate, embarrass or blackmail others
- Used for a purpose other than what it was collected and intended for

However, this does not overrule the staff's duty to report child protection concerns to the DSL or appropriate channel where staff believe a child is at risk of harm. Staff must never promise a pupil that they will not act on information that they are told by the pupil.

10. Honesty and Integrity

Staff must maintain the highest standards of honesty and integrity in their work. This includes when dealing with pupils, handling money, claiming expenses and using school property and facilities.

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 a 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.

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.

Staff will ensure that all information given to the school about their qualifications and professional experience is correct.

11. Dress Code

Staff will dress in a professional, appropriate manner.

Outfits will not be overly revealing, and we ask that tattoos are covered up.

Clothes will not display any offensive or political slogans.

12. Conduct outside of Work

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.

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.

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.

Staff must not engage in inappropriate use of social network sites, which may bring themselves, the school, school community or employer into disrepute.

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.

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.

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.

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.

13. Disciplinary Action

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

14. Monitoring Arrangements

This Code of Conduct will be reviewed every two years by the School Management Team, for approval by the Board of Trustees.

15. Related Policies

RWS Child Protection & Safeguarding Policy

RWS Staff Discipline Policy

RWS Aims and Ethos

RWS Online Safety Policy

RWS Equal Opportunities

RWS Confidentiality Agreement

RWS Staff Grievance Policy

SWSF Code of Practice

Please also read appendices 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

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
 - 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).
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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.
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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.
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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.
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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:

- treating pupils 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 pupils' 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 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 3

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 4

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