Beaumont Lodge Primary School

Code of Conduct for Employees in Schools

Policy Date:	September 2024		**Version:** 1.1		
Policy Review Date:	September 2025		Headteacher: Dawn Solla	Signature: D.Solla	Date: 10th Oct 2024
Ratified by Governing Body:					
David Burgess			Signature: D.Burgess	Date: 10th Oct 2024	

Objective, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school employees are expected to observe. School employees are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students 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.

This Code of Conduct applies to all employees of the school. This Code of Conduct does not form part of any employees' contract of employment.

In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the '*Teachers' Standards 2011, updated 2013'* and in relation to this policy, Part 2 of the Teachers' Standards - 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.

- 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.

[1] Teachers' Standards, Guidance for school leaders, school staff and governing bodies, July 2011(introduction updated June 2013) Part 2

DfE – Teachers Standards[2]

Department for Education

Teachers' Standards

PREAMBLE

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

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

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' 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 pupils 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 pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- 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

- 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- 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

- 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, 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 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.

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  - 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.
- 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.

[2] Teachers' Standards, Guidance for school leaders, school staff and governing bodies, July 2011(introduction updated June 2013) Part 2

In addition to teachers having an understanding of Teachers Standards, it is advised that all staff have read and are aware of the '*Guidance for safer working practice for those working with children and young people in education settings, October 2015'.*[3]

1. Setting an Example

1.1 All staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.

1.2 All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.

1.3 In order to maintain positive relationships, if a staff member has needed to discipline a pupil, it is good practice to reassure the pupil and actively seek to resolve behaviour incidents on the same day. Once an incident has been resolved, it is important to emphasise a "fresh start".

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

1.5 This Code helps all staff to understand what behaviour is and is not acceptable, regard should also be given to the disciplinary rules set out in the Social Media Policy.

1.6 All staff are expected to familiarise themselves and comply with all school policies and procedures.

1.7 All staff are expected to approach anyone inside the school not wearing a visitor badge or not accompanied by another member of staff.

2. Safeguarding Pupils/Students

2.1 Staff have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse and neglect. This also includes staff having an awareness of Female Genital Mutilation, Child Sexual Exploitation, Prevent Agenda and Child missing from education as per Keeping Children Safe in Education July 2015.[4]

2.2 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to the school's Designated Safeguarding Lead for Child Protection & Safeguarding.

2.3 Our schools DSL(s) are: Dawn Solla (Headteacher)
Balinder Kazi (Deputy Head)
Vicki Smith (Senior Leader)

2.4 Staff are provided with personal copies of the school's Child Protection Policy and Whistleblowing Procedure and staff must be familiar with these documents.

2.5 Staff should treat children with respect and dignity and must not seriously demean or undermine pupils, their parents or carers, or colleagues.

2.6 Staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.

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

2.8 Staff have read and understood Part 1 of Keeping Children Safe in Education revised guidance commencing 03/09/18

[3] http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf

[4] & [5] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf

3. Relationships with students

3.1 Staff must declare any relationships that they may have with students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff should not assume that the school are aware of any such connections. A declaration form may be found in appendix 1 of this document.

3.2 Relationships with students must be professional at all times, physical relationships with students are not permitted and may lead to a criminal conviction.

3.3 Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.

3.4 If contacted by a student by an inappropriate route, staff should report the contact to the Headteacher immediately.

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 high 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 Headteacher, 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 and may lead to disciplinary action. A record will be kept of all gifts received.

5.4 Gifts from individual staff members to pupils/students should only be part of the schools rewards system and clearly outlined in school's policy.

6. Conduct outside of 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.

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.

6.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance in the school.

7. E-Safety and Internet Use

7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.

7.2 Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

7.3 Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.

7.4 Contact with students should only be made via the use of school email accounts or telephone equipment when appropriate.

7.5 Photographs/stills or video footage of students should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the schools procedures on school equipment.

8. Confidentiality

8.1 Where staff 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.

8.2 All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil/student is bullied by another pupil/student (or by 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 authority to deal with the matter.

8.3 However, staff have an obligation to share with their manager or the school's Designated Safeguarding Lead 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. Staff should never promise a pupil/student confidentiality or 'keep a secret'.

9. Dress and Appearance

9.1 All staff must dress in a manner that is appropriate to a professional role and promoting a professional image

9.2 Staff should dress in a manner that is not offensive, revealing or sexually provocative

9.3 Staff should dress in a manner that is absent from political or other contentious slogans.

10. Disciplinary Action

Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including but not limited to dismissal.

11. Compliance

All staff must complete the form in appendix 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed, dated and then passed on to the head teacher.

Professional Responsibilities
When using any form of ICT, including the Internet, in school and outside school

For your own protection, Beaumont Lodge advises that you:

- Ensure all electronic communication with students, parents, carers, staff and others is compatible with your professional role and in line with school policies
- Do not talk about your professional role in any capacity when using social media such as Facebook, Twitter, Instagram and You Tube, et cetera
- Do not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with your professional role
- Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school video camera
- Do not disclose any passwords and ensure that personal data (such as data held on CPOMS) is kept secure and used appropriately
- Only take images of students and/or staff for professional purposes, in accordance with school policy and with the knowledge of SLT
- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory
- Ensure that your online activity, both in school and outside school, will not bring the school or professional role into disrepute
- Your school e mails should be checked daily, as a minimum on working days or every other day if one day is particularly busy
- You have a duty to report any E Safety incident which may impact on you, your professionalism or the school to your DSL or SLT

Appendix 1

Relationships with students outside of work declaration

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students:

Employee Name	Student Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring
- I emphasise to parents that this is done completely independently of the school
- No monies come through the school at any point, informally (e.g. via the child) or formally
- No private tutoring is to take place on the school premises

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed…… **Date……**

Once completed, signed and dated, please return this form to the Headteacher

Appendix 2

Confirmation of compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name:	
Position/Post Held:	
Signed:	
Date :	

Once completed, signed and dated, please return this form to the Headteacher