Holbrook Academy

Staff Code of Conduct

Date Approved	10th September 2020
Signed	L Cullen Chair of Governors
Minuted	10th Septmeber 2020
Date of Next Review	Summer 2022

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.

Contents

1. Aims, Scope and Principles

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 (Appendix 1).

School staff have an influential position in the school and will act as role models for pupils by consistently demonstrating high standards of behaviour.

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, governors and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others. All Governors are required to sign the Governors' Code of Conduct on appointment.

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 should 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, inlcuding not raising voice at students unless there is an urgent need to do so
- 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

4. Safeguarding

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 and procedures and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.

Our safeguarding policy and procedures are available in the staff work room, the Academy website and shared staff files. New staff will be made aware of the procedures and provided with copies. All staff receive annual safeguarding training and must read Part 1 of Keeping Children Safe in Education (KCSIE) and sign a declaration to confirm they have done so.

5. 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/carers may wish to give gifts to staff, for example, at the end of the school year, gifts from staff to pupils are not acceptable. Any rewards for pupils should be given through the Academy's reward system.

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 the headteacher. The Designated Safeguarding Lead (DSL) must be informed.

6. Communication and Social Media

School staff's social media profiles should not be available to pupils. It is advisable that staff should not use their full name on social media profiles and at all times must set public profiles to private.

Staff should not attempt to contact pupils or their parents/carers 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'/carers' 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.

Further guidance on the use of social media / networking sites can be found in Appendix 2.

Staff should be aware of the Academy's Acceptable Use Policy.

7. Acceptable Use of Technology

Staff will not use technology in school to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content.

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

The Academy restricts and monitors access to social networking websites from its computers at all times. Access will only be allowed where use of such websites is for school purposes.

The Academy has the right to monitor emails and internet use on the school IT system.

8. Confidentiality

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/carers. All staff are to sign the Academy's Confidentiality Agreement.

This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child is at risk of harm.

9. Honesty and Integrity

Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with pupils, handling money, claiming expenses and using school property and facilities.

Staff will not accept bribes. Staff may accept the following gifts/hospitality without the need to seek the approval of the Academy or formally register receipt:

- Courtesy hospitality at business lunches/dinners or attendance in an official capacity at a public function.
- Incidental promotional gifts such as calendars, diaries or pens.
- Receipt of small items from suppliers or contractors as expressions of gratitude such as boxes of chocolate or individual bottles of drink (at a value of less than £30).

Gifts that are worth more than £30 or are not covered by the above, must be declared to the Finance Manager and recorded on the Gifts and Hospitality Register. *(Extract from Finance Policy & Procedures)*

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

10. Dress Code

Staff will dress in a professional, appropriate manner at all times. Outfits will not be overly revealing, and we ask that tattoos are covered as far as possible.

Clothes will not display any offensive or political slogans.

11. Conduct outside of work
Staff will not act in a way that would bring the Academy or the teaching profession into disrepute. This covers relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the school on social media.

If any member of staff is concerned they may have acted in a way that would bring the Academy into disrepute, they must immediately report their concerns to the Headteacher.

12. Monitoring arrangements
This policy will be reviewed every two years but can be revised as needed. It will be ratified by the Finance & Personnel Committee.

13. Links with Other Policies
This policy links with our policies on:

- Staff disciplinary procedures, which will be used if staff breach this code of conduct. It also sets out examples of what we will deem as misconduct and gross misconduct
- Staff grievance procedures
- Child Protection & Safeguarding
- Finance Policy & Procedures
- Acceptable Use Policy
- Governors' Code of Conduct

Appendix 1: Teachers' Standards

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.

- 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.

- 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.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

Appendix 2 : Guidance on the use of Social Media / Networking Sites

Personal Conduct

The school respects staff's right to a private life. However, the school must also ensure that confidentiality, its pupils, employees, volunteers, and its reputation are protected. It therefore requires staff using social networking websites to:

- use caution when posting information on social networking sites and blogs
- refrain from identifying themselves as working for the school
- ensure that they do not conduct themselves in a way that is detrimental to the school; and
- take care not to allow their interaction on these websites to damage working relationships between members of staff, pupils at the school and their families, and other stakeholders or working partners of the school

If staff become aware of inappropriate material/comments they should notify the Headteacher as soon as possible, and if possible provide print outs of the comments made or of the pictures displayed.

Staff must not be 'friends' or communicate with, students on any social network sites or similar websites, including, but not limited to, 'Facebook', 'WhatsApp', 'Instagram', 'Twitter' etc. If any student makes contact with any staff member, they must notify the Headteacher as soon as possible without making a response. Similarly, if any member of staff or individual associated with the school makes unintended contact with a pupil, it must be notified to the Headteacher as soon as possible. In the absence of the Headteacher, the Deputy or Assistant Headteacher must be contacted. The Headteacher can then deal with the situation as appropriate.

Staff are reminded that bullying and harassment against any other member of staff via social media sites is taken as seriously as workplace bullying and harassment. Any allegations will be dealt with under the schools' normal bullying and harassment or disciplinary policies, as appropriate and may also be treated as a criminal offence.

Employees that post defamatory statements that are published on the internet may be legally liable for any damage to the reputation of the individual concerned. As a representative of the school, any statement made by employees could mean the school is vicariously liable for those statements if done in the course of employment, even if performed without the consent or approval of the school. The school takes these acts seriously and disciplinary procedures will be invoked if any such defamatory statements are made by its employees, which may lead to dismissal.

In the case of Governors, whilst volunteers and not subject to disciplinary procedures, referral to Governor services in the Local Authority will be made and their advice and guidance will be taken.

Security and Identity Theft

Staff should be aware that social networking websites are a public forum, particularly if the individual is part of a 'network'. Staff should not assume that their entries on any website will remain private. Staff should never send abusive or defamatory messages.

Staff must also be security conscious and should take steps to protect themselves from identity theft, for example by restricting the amount of personal information that they give out. Social networking websites allow people to post detailed personal information such as date of birth, place of birth and favourite football team, which can form the basis of security questions and passwords. In addition, staff must:

- ensure that no information is made available that could provide a person with unauthorised access to the school and/or any confidential information; and
- refrain from recording any confidential information regarding the school on any social networking website

Publishing of information on social network sites should be assumed to be in the public domain as this will be assumed in all cases of breach of the policy.

We ask all staff to consider the following before posting information or images on social networking sites:

- Think carefully before posting information – would you want your employer or a potential employer to see it
- Think carefully about who might see this, ie parents, pupils, the wider community, and what you do and don't want them to see
- Review your information regularly – what may have seemed like a good idea at the time may not seem such a good idea some months or years later