



Code of Conduct

Ref: HR01

Document Control

Title	HR01 Code of Conduct
Date	January 2019
Supersedes	Previous Trust Code of Conduct Policies
Amendments	n/a no significant changes
Related Policies/Guidance	<ul style="list-style-type: none"> • Keeping Children Safe in Education • Guidance for safer working practice for adults • Whistle Blowing Policy • Trust Anti-Fraud and Corruption Policy • Trust Disciplinary and Dismissal Policy • Capability Policy • Trust Equality Policy • Trust Staff Attendance Management Policy • Trust Grievance, Bullying and Harassment policy • Trusts Gifts, Hospitality and Bribery Policy • Digital Learning Policy / Guidance on Acceptable Use of ICT • School Dress Code Policies
Review	Every 3 years
Author	HR & People One Education / A. Park / K. Moulder / A. White
Date consultation completed	14 December 2018
Approved Level:	Trust Board
Date adopted:	18 th January 2019
Expires on	17 th January 2022

Prospero Learning Trust

is a Multi Academy Trust

Registered in England and Wales number 10872612

Registered Office: Firbank Road, Manchester, M23 2YS

The Prospero Learning Trust has several Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operational of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes a reference to school, academy or free school unless otherwise stated.
- Headteacher includes a reference to Headteacher, Principal or Head of School of a school, academy, or free school.

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1. Introduction

- 1.1 The Code of Conduct sets out clear expectations for standards of conduct which sit alongside professional codes and guidelines.
- 1.2 The Code should therefore support all staff to act in a way which upholds the Trust's standards, and at the same time, protect them from criticism, misunderstanding or complaint.

2. Scope

- 2.1 The Prospere Learning Trust Code of Conduct applies to all adults working in school whatever their position, role or responsibility and is therefore aimed at all school-based staff and volunteers.
- 2.2 We are all responsible for making sure that our own actions and behaviours follow the Code and, breaches of the Code will be investigated and disciplinary action may be taken.
- 2.3 The Code will make reference to policies which are available to all staff on the Every system.

3. Principles

- 3.1 All members of staff are expected to demonstrate consistently high standards of personal and professional conduct and have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- 3.2 All staff must be mindful of their position as a role model and take care not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- 3.3 All members of staff must ensure they understand the responsibilities that are an intrinsic part of their employment or role. This includes:
 - having an understanding of, and always acting within, the statutory frameworks which set out their professional duties and responsibilities.
 - making a professional judgement about their actions and behaviour, within or outside of school, adhering to the very clear guidance outlined in 'Guidance for safer working practice for adults working with children & young people', DfE, (refer to paragraph 6).
 - having proper and professional regard for the ethos, policies and practices of Prospere Learning Trust, and maintain high standards in their own attendance and punctuality.
 - exercising caution when using information technology and social network sites which may bring themselves, the school, school community or employer into disrepute and be aware of the risks to themselves and others (refer to paragraph 7).
 - understanding their responsibility to voice any general concerns that they might have about practice within the school.

3.4 The Trust has adopted the following Co-operative Values which underpin the ethos of the Trust, setting out the principles that we wish to underpin our school communities:

- Self-help: Encouraging all within the organisation to help each other, in an atmosphere of mutual respect, working together to gain mutual benefits.
- Self-responsibility: To take responsibility for, and answer to, our actions.
- Democracy: To give our stakeholders a say in the way we run our school.
- Equality: Equal rights and benefits to all, according to their contribution.
- Equity: Being fair and unbiased at all times.
- Solidarity: Supporting each other and those in other co-operatives.

3.5 Consistent with the values of the founders of the Co-operative Movement, we have also adopted the ethical values of:

- Openness
- Honesty
- Social responsibility
- Caring for others

3.6 As members of our Trust, all staff must ensure that they consistently conduct themselves in a manner which promotes and upholds these fundamental values and principles with our whole school community.

4. Whistleblowing

4.1 The Trust is committed to the highest possible standards of openness, probity and accountability. In line with that commitment, employees who have serious concerns about any aspect of the Trust's work are expected to come forward and voice those concerns. Staff should report any behavior by colleagues that raises concern and refer to the Whistleblowing Policy for detailed guidance.

5. Confidentiality and Disclosure of Information

5.1 The Trust is required to make certain types of information available to auditors, government departments, the Education and Skills Funding Agency, service users and the public. Different rules apply in different situations. If an employee is in any doubt as to whether they can release any particular information, they should always check with their Headteacher first.

5.2 Employees must not communicate confidential information or documents to others who do not have a legitimate right to know. Furthermore, information which is stored whether on computer systems or manually must only be disclosed in accordance with the requirements of the General Data Protection Regulations (see Data Protection Policy).

5.3 The confidentiality of information received in the course of employee's duties should be respected and must never be used for personal or political gain. Employees must not knowingly pass information on to others who might use it in such a way. If an employee believes that information should be disclosed in

the public interest, they should follow the Whistleblowing Policy before doing so (paragraph 4). Failure to do so may result in disciplinary action being taken.

- 5.4 Staff are expected to treat any information they may receive about students in a discreet and confidential manner. Information must never be used to intimidate, humiliate, or embarrass the student. Individual students should never be discussed by staff in front of other students. Staff should make it clear to students that any disclosures implying threats to the welfare or safety of the student, cannot be kept confidential, and may need to be discussed with an appropriate adult.
- 5.5 Information given in the course of an employee's duties should be accurate and fair and never designed to mislead.

6. Relationships

- 6.1 All staff working in education are in a unique position of influence and must adhere to behaviour that models the highest possible standards and uphold public trust in the profession, within and outside school, by treating pupils, staff and all stakeholders with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their professional position.
- 6.2 In all circumstances, the welfare of the child is paramount and it is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- 6.3 Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Adults should work and be seen to work, in an open and transparent way. The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity. Adults should continually monitor and review their practice and ensure they follow the guidance contained in the DfE publications, Keeping Children Safe in Education (2018) and Guidance for Safer Working Practice for Adults working with Children and Young People (2015).
- 6.4 Adults who work with children and young people should not seek to have social contact outside of school with them or their families. On the rare occasions where such contact may happen, then this must be made known to the Headteacher in advance.

7. Acceptable Use of ICT

- 7.1 Everyone who uses the IT and telecommunications equipment and systems must adhere to the standards set out in our Digital Learning and Acceptable Use of Technology policies. These include controlling access to, and avoiding inappropriate use of, Trust and School hardware, software, internet, email and personal devices/personal social media accounts.

8. Equality

- 8.1 Professional standards should always be maintained in all communication and interaction to demonstrate our commitment to treat people equally regardless of culture, disability, gender, language, race, religion and / or sexual identity (refer to the Equality Policy).

9. Dress

- 9.1 Staff are expected to dress appropriately at all times and to conform to the dress code of their school. All staff are expected to be role models and consider that their dress sets an example to students.

10. Personal Interests

- 10.1 Staff must not become involved in any decision relating to recruitment, discipline, promotion, pay or conditions of another employee, or prospective employee, if they are related to or have a close relationship with him or her. Staff must declare relationships which may give rise to a conflict of interest to ensure that the existence of the relationship does not impact on the smooth running of the Trust or its' schools.
- 10.2 All staff must declare to the Chief Executive Officer and / or Headteacher any financial or non-financial interests which could bring about conflict with the Trust or school's interests and not become involved in decisions about matters in which they have a personal interest.

11. Gifts, Hospitality and Financial Activities

- 11.1 All staff should be aware that the offer of gifts, hospitality or benefits in kind in connection to their duties are a potential source of conflict between public and private interests. It is important to avoid any suggestion of improper influence and adhere to the Trust Gifts, Hospitality and Bribery Policy at all times.
- 11.2 It is the duty of all employees, Trustees and Governors to take reasonable steps to limit the possibility of corrupt practices through the development of an anti-fraud culture and adhere to the Anti-Fraud and Corruption Policy, Procurement Policy and Expenses Policy.

12. Conduct

- 12.1 Whether in or outside work, employees must not conduct themselves in any way that creates doubt as to their suitability for their post or brings the Trust into disrepute. This includes conduct which would bring into question their suitability to work with children. All adults working with students have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students.
- 12.2 Staff are expected to strive for 100% attendance and punctuality, adhering to the Managing Attendance and Leave of Absence policies in order to support the effective running of the schools.

- 12.3 All members of Trust staff must ensure that they consistently conduct themselves in a manner which promotes and upholds the Code of Conduct, values and principles of the Trust and its' schools and recognise that failure to meet these standards of behaviour may result in disciplinary action.