



**GREATFIELDS PRIMARY**

Excellence for all

# Code of Conduct

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## Content

|                                       |       |
|---------------------------------------|-------|
| 1. Introduction.....                  | 3     |
| 2. Purpose, Scope and Principles..... | 3-7   |
| 3. Setting an Example .....           | 7-6   |
| 4. Safeguarding .....                 | 9     |
| 5. Development.....                   | 9-10  |
| 6. Honesty and Integrity.....         | 10-11 |
| 7. Conduct Outside Work.....          | 11    |
| 8. Confidentiality.....               | 12    |
| 9. Disciplinary Action.....           | 12    |
| 10. Monitoring and Review.....        | 12    |
| 11. Appendix 1,2 and 3.....           | 13-19 |

## 1. Introduction

The school is required to set out a Code of Conduct for all employees. The Code of Conduct outlines the expected conduct of staff at all times. All communication and interaction between members of staff, children, parents, carers and visitors must reflect our Code of Conduct. Staff are expected to be conscientious and loyal to the aims and objectives of the school. In addition, staff are required to develop and maintain the professional character of the school. All staff employed by the school are to follow the Code of Conduct. Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal.

## 2. Purpose, Scope and Principles

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

### **All teachers should:**

- take responsibility for maintaining the quality of their teaching practice;
- help children and young people to become confident and successful learners;
- demonstrate respect for diversity and promote equality;
- strive to establish productive partnerships with parents and carers;
- work as part of a whole-school team;
- co-operate with other professional colleagues;
- demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession.

**Put the well-being, development and progress of children and young people first;**

**All members of staff should:**

- use their professional expertise and judgement to do their best for the children and young people in their care;
- take all reasonable steps to ensure the safety and well-being of children and young people under their supervision;
- follow their school's child protection policies and procedures
- establish and maintain appropriate professional boundaries in their relationships with children and young people;
- demonstrate self-awareness and take responsibility for accessing help and support in order to ensure that their own practice does not have a negative impact on learning or progress or put children and young people at risk of harm
- use appropriate channels to raise concerns about the practice of other teachers or professionals if this has a negative impact on learning or progress or risks harming children and young people

Help children and young people to become confident and successful learners.

**All members of staff should:**

- uphold children and young people's rights and help them to understand their responsibilities
- listen to children and young people, consider their views and preferences, and involve them in decisions that affect them, including those related to their own learning
- have high expectations of all children and young people, whatever their background or aptitudes, and find activities that will challenge and support them all

- promote children and young people's confidence and self-awareness by clarifying how assessment will be used to support improvement, providing clear and specific feedback, and celebrating their success
- communicate clear expectations about pupil behaviour to ensure disruption to learning is minimised and children and young people feel safe and secure
- help children and young people prepare for the future by engaging them with the implications of changes in society and technology and offering them impartial advice and guidance about their future options.

Demonstrate respect for diversity and promote equality.

**All members of staff should:**

- act appropriately towards all children and young people, parents, carers and colleagues, whatever their socio-economic background, age, gender identity, sexual orientation, disability, race, religion or belief
- take responsibility for understanding and complying with school policies relating to equality of opportunity, inclusion, access and bullying
- address unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator
- help create a fair and inclusive school environment by taking steps to improve the well-being, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement
- help children and young people to understand different views, perspectives, and experiences and develop positive relationships both within school and in the local community.

Strive to establish productive partnerships with parents and carers.

**All members of staff should:**

- provide parents and carers with accessible and accurate information about their child's progress
- involve parents and carers in important decisions about their child's education
- consider parents' and carers' views and perspectives, including those that relate to their children's development
- follow school policies and procedures on communication with and involvement of parents and carers, including those that relate to sensitive areas such as attendance and exclusion.

Work as part of a whole-school team.

**All members of staff should:**

- endeavour to develop productive and supportive relationships with all school colleagues
- exercise any leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with contractual obligations and national standards
- uphold school policies and procedures, and raise any concerns about the life or running of the school in a responsible and appropriate way
- contribute to colleagues' learning and development; provide honest, accurate, and justifiable comments when giving references for, or assessing the performance of, colleagues
- participate in whole-school development and improvement activities

- recognise the important role of the school in the life of the local community, and take responsibility for upholding its reputation and building trust and confidence in it.

### 3. Setting an Example

The dress code is to help you manage the impression you give to families, children and the public when you meet them on the school site.

All employees are to be smartly dressed, presenting a positive and professional image of Greatfields Primary at all times. Staff will be expected to dress modestly and appropriately.

Employees must not wear -

- Low cut tops and tops that reveal midriff and/or have slogans on them
- Denim
- Fashion tracksuits or shorts (unless P.E. lesson)
- Trainers (unless P.E lesson)
- Flip flops, open toed sandals or unprofessional footwear such as Uggs or Crocs.
- Leggings
- Clothes should not be distressed or ripped.

Every member of staff will be given an ID Badge which will allow them access to enter the pedestrian gate, main entrance and school corridor. It is important that you wear your ID badge every day. If you lose your badge you must report it to the office immediately.

All visitors will be required to sign in daily at the main reception and wear a visitor badge. Visitors must ensure that their corporate or visitor badge is visible at all times. Please inform the Office Admin Assistant if you are expecting a visitor.

All staff should challenge any visitor not wearing the appropriate ID badge and inform SLT immediately.

Mobile phones should not be visible or used during directed / paid hours of employment.

Staff must not use their personal mobile phone as a camera in school or on school trips.

The staff room is located on the ground floor. A refrigerator, kettle, toaster and microwave are available for shared use. Please ensure you keep this area clean and tidy. There are staff toilets located on each floor of the building.

Greatfields Primary School operates a strict no smoking policy. There is to be no smoking anywhere on the school grounds this includes the use of e cigarettes.

A 'Planned Absence' form must be completed and authorised by the Head of School, prior to your absence. This will then generate any cover that needs to be organised.

Any unplanned absences must be reported to the Head of School before 7.00am on the first day that you are unable to work:

You must also ensure that you call before 2.30pm on the day of sickness to inform school if you are well enough to return to work the following day. This will ensure that cover can be arranged accordingly.

If your absence is through illness or injury, then you must complete a 'Return to work' self-certification form, on your first day back and bring it to your return to work meeting. This is required for any illness or injury that lasts between one and five days, including weekends. For illness or injury lasting 5 days or more a medical certificate from a qualified medical practitioner must be provided.

Term-time staff are not entitled to annual leave during term time, and requests for leave during term time should only be in exceptional circumstances. Applications for exceptional circumstances should be made to the Head of School.

All staff who work at the school must set examples of behaviour and conduct which can be copied by pupils. Staff must therefore use positive language and not use inappropriate or offensive language at any time. [Appendix 1]

All staff must, therefore, demonstrate the highest standards of behaviour and conduct in order to encourage our pupils to do the same.

All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct by following the school's policies.

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

#### 4. Safeguarding Pupils

Staff have a duty to safeguard pupils from:

- physical abuse
- sexual abuse
- emotional abuse
- neglect
- CSE
- Bullying and cyberbullying
- Criminal gang exploitation
- Grooming
- Domestic abuse
- FGM

The duty to safeguard pupils includes the duty to report concerns about a pupil to the school's Designated Safeguarding Lead (DSL) or DDSL in their absence for Child Protection through My Concern.

The school's DSL or DDSL will follow policy and procedures linked to safeguarding.

Copies of the school's Child Protection Policy and Whistleblowing Procedure are available from the school. Staff must be familiar with these documents.

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

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

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

#### 5. Development

Staff must comply with school policies and procedures that support the well-being and development of pupils and staff.

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

Staff must follow reasonable instructions that support the development of pupils and the development of the school.

Staff must comply with the school's professional development programme and coaching policy.

**All members of staff should:**

- seek to understand the roles of other professional colleagues in the children's workforce
- communicate and establish productive working relationships with other professional colleagues
- ensure that they are clear about their own professional contribution to joint working, seeking clarification where this is needed
- understand that in sharing responsibility for children and young people's wellbeing and development they should always act within their own competence and responsibilities.

6. Honesty and Integrity

Staff must maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money.

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.

**All members of staff should:**

- exercise their responsibilities in relation to the examination and assessment of achievement and attainment in a fair, transparent and honest way
- demonstrate honesty and integrity in management and administrative duties, including in the use of school property and finance
- understand that their duty to safeguard children and young people comes first, but otherwise acknowledge the rights of children and young people, families, and colleagues to confidentiality, in line with statutory requirements and school policies
- represent their professional status accurately and avoid taking advantage of their professional position
- maintain reasonable standards in their own behaviour that enable them to maintain an effective learning environment and also to uphold public trust and confidence in the profession.

## 7. Conduct Outside 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. 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 and parents. *Appendix 3*

Staff must not engage in inappropriate use of social network sites which may bring themselves, schools or wider community into disrepute. Staff must only use their school email account when communicating electronically for work

purposes.

## 8. Confidentiality

Where staff have access to confidential information about colleagues, pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the individual.

All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate schools procedure. It must not be discussed outside of the school, including with the pupil'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.

However, staff have an obligation to share with the Head Teacher or 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.

## 9. Disciplinary Action

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal as outlined in the schools disciplinary policy.

## 10. Monitoring and Review

This policy is monitored on a day-to-day basis by the Head of School, who reports to governors about the effectiveness of the policy on require.

This policy will be reviewed every two years. The policy may be reviewed earlier than this, if the government introduces new regulations, or if there are recommendations on how the policy might be improved.

Date of next review: September 2027

## *Appendix 1 - Aide Memoire for All Staff*

When we speak to others we will:

- use a positive statement rather than a negative one so that children can learn what we expect of them in any situation.
- 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.
- give a choice where appropriate, so the child can take ownership of their decisions.
- avoid using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem.
- speak respectfully to other adults at all times, even if we disagree with them.

As professionals we will:

- Communicate with others in a timely and respectful manner giving concrete examples where necessary.
- 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.
- maintain confidentiality about anything that we see or hear in the workplace or in schools, so that colleagues, parents, children and outside agencies can trust us, and as a way of showing respect to our fellow professionals.
- work as part of a team, contributing as well as learning from others and helping to build up a strong workforce.
- work within the policies and practices set out by the school, so that what we do is consistent with what has been agreed between all members of the staff.

- treat everyone with respect.
- dress appropriately to show that we are here to work.
- behave in a positive way despite any personal problems that we may have, especially in front of children.

## *Appendix 2 - Personal and Professional Conduct*

### *From Teachers' Standards Effective from 1 September 2012 (DfE)*

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:

- 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.

- having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintaining high standards in their own attendance and punctuality.
- having an understanding of, and always acting within, the statutory frameworks which set out their professional duties and responsibilities.

*Appendix 3 - Guidance for safer working Practices.*

**Guidance For Safer Working Practices**

**Photography, videos and other images**

**You must:-**

- only publish images of pupils where they and their parent/carer have given explicit written consent to do so
- only take images where the pupil is happy for them to do so
- only retain images when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place in the school or setting
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- to only use school equipment to take photographs

**This means that adults should not:**

- take images of pupils for their personal use
- display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)
- take images of children using personal equipment
- take images of children in a state of undress or semi-undress
- take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care
- make audio recordings of a child's disclosure
- take images of children which could be considered as indecent or sexual

**Communication with children (including the use of technology)**

**This means that adults should:**

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use only equipment and Internet services provided by the school or setting
- follow their school / setting's Acceptable Use policy
- ensure that their use of technologies could not bring their employer into disrepute

**Standards of behaviour**

**This means that staff should not:**

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model
- use inappropriate language to or in the presence of pupils
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean, discriminate or humiliate, or might be interpreted as such

**This means that staff should:**

- inform the head/principal or specified person of any cautions, convictions, or relevant orders accrued during their employment, and / or if they are charged with a criminal offence
- be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives, may impact on their work with children

## **Social contact outside of the workplace**

### **This means that staff should:**

- always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme
- advise senior management of any regular social contact they have with a pupil which could give rise to concern
- refrain from sending personal communication to pupils or parents unless agreed with senior managers
- inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship
- inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring

## **Communication with children (including the use of technology)**

### **This means that adults should:**

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use only equipment and Internet services provided by the school or setting
- turn off 3G/4G data access on school premises
- follow their school / setting's Acceptable Use Policy
- ensure that their use of technologies could not bring their employer into disrepute
- not discuss or share data relating to children/ parents / carers in staff social media groups

**This means that education settings should:**

- wherever possible, provide school devices such as cameras and mobile phones rather than expecting staff to use their own (e.g. on school trips)

**One to one situations**

**This means that staff should:**

- ensure that wherever possible there is visual access and/or an open door in one to one situations
- always report any situation where a pupil becomes distressed or angry
- consider the needs and circumstances of the pupil involved