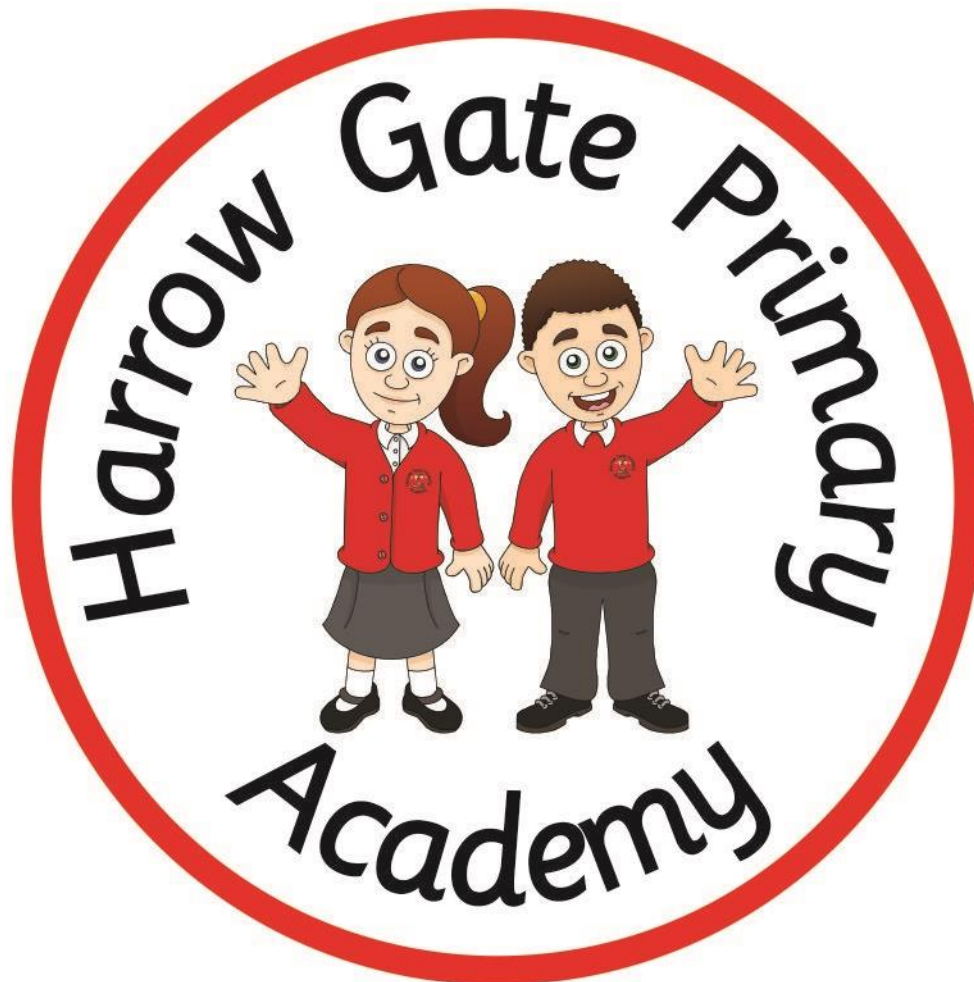


Owner	Principal
Date Updated	January 2017
Audience	All



Staff Code of Conduct Policy

Teachers

The GTC (General Teaching Council for England) Code of Conduct and Practice is fully endorsed by Harrow Gate Primary Academy and applies in its entirety to all teachers employed by or at the school.

Relationships

Teachers should:

- 1.1 be caring, fair and committed to the best interests of the pupils/students entrusted to their care, and seek to motivate, inspire and celebrate effort and success
- 1.2 acknowledge and respect the uniqueness, individuality and specific needs of pupils/students and promote their holistic development
- 1.3 be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future.
- 1.4 seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement
- 1.5 work to establish and maintain a culture of mutual trust and respect in their schools.

2. Professional Integrity

Teachers should:

- 2.1 act with honesty and integrity in all aspects of their work
- 2.2 respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- 2.3 represent themselves, their professional status, qualifications and experience honestly
- 2.4 use their name/names as set out in the Register of Teachers, in the course of their professional duties
- 2.5 avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on pupils/students.

3. Professional Conduct

Teachers should:

- 3.1 uphold the reputation and standing of the profession
- 3.2 take all reasonable steps in relation to the care of pupils/students under their supervision, so as to ensure their safety and welfare
- 3.3 work within the framework of relevant legislation and regulations
- 3.4 comply with agreed national and school policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection
- 3.5 report, where appropriate, incidents or matters which impact on pupil/student welfare
- 3.6 communicate effectively with pupils/students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect
- 3.7 ensure that any communication with pupils/ students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites
- 3.8 ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or other format
- 3.9 ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or other format
- 3.10 ensure that they do not practise while under the influence of any substance which impairs their fitness to teach.

4. Professional Practice

Teachers should:

- 4.1 maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback
- 4.2 apply their knowledge and experience in facilitating pupils'/students' holistic development
- 4.3 plan and communicate clear, challenging and achievable expectations for pupils/students
- 4.4 create an environment where pupils/ students can become active agents in the learning process and develop lifelong learning skills
- 4.5 develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/ students
- 4.6 inform their professional judgement and practice by engaging with, and reflecting on, pupil/student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation
- 4.7 in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance
- 4.8 act in the best interest of pupils/students.

5. Professional Development

Teachers should:

- 5.1 take personal responsibility for sustaining and improving the quality of their professional practice by:
- 5.2 actively maintaining their professional knowledge and understanding to ensure it is current
- 5.3 reflecting on and critically evaluating their professional practice, in light of their professional knowledge base
- 5.4 availing of opportunities for career-long professional development.

6. Professional Collegiality and Collaboration

Teachers should:

- 6.1 work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for pupils/students
- 6.2 work in a collaborative manner with pupils/students, parents/guardians, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of pupils/students
- 6.3 cooperate with the Inspectorate of the Department of Education and Skills and other statutory and public non-statutory educational and support services, as appropriate
- 6.4 engage with the planning, implementation and evaluation of curriculum at classroom and school level.

In addition the following specific guidelines regarding conduct apply to all staff:

Use of social networking by staff in a personal capacity

It is possible that a high proportion of staff will have their own social networking site accounts. It is important for them to protect their professional reputation by ensuring that they use their personal accounts in an appropriate manner.

Guidelines are issued to staff:

- Staff must **never** add pupils as 'friends' into their personal accounts (including past pupils under the age of 16).
- Staff are **strongly advised** not to add parents as 'friends' into their personal accounts.
- Staff **must not** post comments about the school, pupils, parents or colleagues including members of the Governing Body.
- Staff must not use social networking sites within lesson times (for personal use).

- Staff should only use social networking in a way that does not conflict with the current National Teacher's Standards.
- Staff should review and adjust their privacy settings to give them the appropriate level of privacy and confidentiality.
- Staff should read and comply with 'Guidance for Safer Working Practice for Adults who Work with Children and Young People'.
- Inappropriate use by staff should be referred to the Principal in the first instance and may lead to disciplinary action.

Transportation of children in private cars

- Adults may only transport a pupil in their car, as part of school duties, if they have provided the school with evidence of appropriate insurance cover.
- Adults should only transport pupils, in relation to school activities, in their private car with the knowledge and consent of the Principal (or vice in his/her absence). In addition, as good practice in maintaining an appropriate professional relationship, it is expected that adults will not transport pupils in their own car outside of school except where the pupil's family are personal friends or family of the adult. It is still recommended that the adult obtains the permission of the child's parents (where possible) to avoid compromising their position.
- The normal rules of the road apply, for example all children being transported should be wearing a seat belt and if under 135cms should be on a booster seat.

Privacy when speaking to or working with children

- As a general rule, adults should not speak to, or work with, a child alone in a room without vision panels. This only applies to storage areas and toilets here at HGPA as all other doors in school have vision panels. If an adult needs to speak to, or work with, a child out of the earshot or sight of other children, they should ensure the door to the room either is left open, or ask another adult, who is subject to the school's expectations regarding confidentiality, or who is related to the child, to be present. In circumstances where quiet or confidentiality is essential, the work or conversation should take place in a room with a window in the door or wall allowing others to see into the room.
- The above guides apply to the administration of first aid and in all other circumstances except in situations which the adult believes may be life-threatening.
- Adults should knock and shout a warning into pupil toilet areas before entering and should allow children time to cover up or to leave before they enter the area. Alternatively a child may be sent into the toilets to check that they are empty before the adult enters. Toilet areas can be subject to bad behaviour and adults may legitimately enter them in these or other work-related circumstances.

Physical Contact between adults and children

In order to maintain an appropriate professional relationship, physical contact between adults and pupils should be kept to a minimum. Young children may be comforted when distressed (see below), and may initiate physical contact in other circumstances, but adults should always be aware that innocent physical contact may be misinterpreted by observers or by the recipient. Adults should avoid putting themselves in potentially compromising situations by observing the following guidelines:

- Physical control or restraint must only take place as described in the school's physical control and restraint policy.
- Intimate touches, including kisses, should never be given by adults to pupils and children who give them to adults must be kindly, but firmly, told that it is inappropriate. Some children, children with special needs related to social interaction for example, may persist with this behaviour throughout primary school. In such circumstances staff should ensure that other adults are aware, continue to firmly discourage the behaviour, and involve the parents in working towards more appropriate social behaviour.

- Where a child is distressed or hurt they may seek some sort of physical comfort. Adults should confine this to the minimum required to comfort the child, for example taking the child's hand, putting a hand on their shoulder. Children may however actively seek a hug or to sit on the adult's knee. It should never take place privately.
- Physical contact may be necessary as part of instruction, for example in PE. Whenever practicable demonstration or instruction without physical contact should be used. In other situations make it clear to the children present what contact will be used and why.
- *Please refer to the Intimate Care policy for information on changing children.*

Appropriate language

- Adults should not swear. Adults should not use sexual language (other than as part of appropriate instruction) in the presence of pupils.
- Adults should be polite and use respectful language at all times. For example at Harrow Gate Primary we use the cue 'may I have your attention please?' or use a silent hand signal **not** 'shut up or be quiet or Shhhh.'

We expect children to be similarly respectful and polite to adults.

Dress Code

We dress appropriately for our job as professionals.

We do not have underwear on show, wear dresses/skirts that are too short or clothes that are too revealing. We dress smartly and appropriately. Tattoos should be covered and piercings to be restricted to earrings. Other piercings (eyebrow, cheek, nose etc) should have the smallest stud possible visible (No loops, dangly, rings or stretchers). Staff are expected to present a clean, smart and professional appearance whilst at work.(No jeans / Denim or trainers – except for PE)

Gifts/presents

We do not buy gifts or presents for children. We reward children using whole school systems such as raffles, certificates, stickers and praise awards. No member of staff should buy individual presents, prizes or rewards for children. Whole class rewards can be given if children have for example, made good progress or behaved particularly well.

Presents will be bought for children from school funds for example: a prize Book, a selection box for Christmas, a present for each Y6 child as they leave. All of these need to be authorised through a requisition form by a member of the leadership team.

Students/Volunteers

Students and Volunteers **MUST** be supervised by school staff and not be alone with children (including in the corridors). Students and volunteers in your classroom must be made aware of the confidentiality of staffroom and other school conversations about children.

Communication Code

Appendix 1

In order for school to be a truly effective professional learning environment, it is essential for ALL staff to adhere to this protocol

Liaison Protocol

- ✓ We are here for each other and the children in our care
- ✓ We talk with each other
- ✓ We listen to each other
- ✓ We make time for each other
- ✓ We meet each other
- ✓ We inform each other
- ✓ We are honest with each other
- ✓ We support each other
- ✓ We respect each other
- ✓ We celebrate and share our different strengths

As part of this professional approach we should expect the following behaviour from each other

- Be caring and considerate in all your dealings with the children, your colleagues and parents/carers
- Be smart and punctual in all you do
- Never talk down to people – children, colleagues or parent/carers
- Be willing to try new ideas
- Retain the whole school vision at all times
- Be collectively responsible for all aspects of school life – if you see something that needs doing – do it. Don't wait for someone else.
- Fulfil ALL of your duties to the best of your ability
- Have loyalty for each other
- Keep it in the team – (confidentiality)
- Agree to disagree and let it go!
- Encourage a 'no-blame' culture
- With rights – come responsibilities
- Give no excuses – learn from mistakes and move on
- Avoid gossip
- During teaching – keep it professional

Safeguarding is our priority and all staff at Harrow Gate Primary Academy are committed to keeping children safe.