



The MAST Academy Trust

Policy	Code of Conduct Policy	
Owner	HR Partner	
Date approved	8 th November 2022	
Approver	Staffing and Standards and Effectiveness Committee for the Trust Board	
Date consulted on with recognised trade unions	1 st November 2022	
Date adopted following consultation process on	8 th November 2022	

Current version	V5.0
------------------------	------

Next review due	Autumn 2023
------------------------	-------------

Objective of Policy
<p>To provide guidance on the code of conduct and sets out the standards expected and the duty upon colleagues, volunteers and governors to abide by it.</p>

Version Control	
Version Number	Summary of amends from previous version
2.0	Review and appropriate updates since last version, front cover amends.
3.0	Annual Review, additional appendix for COVID19, amends following ASCL feedback.
4.0	Annual review
5.0	Annual review, formatting, more inclusive language, includes Appendix A as the Equality Impact Assessment

Sign off requirements			
Approvers		Position	
Staffing and Standards and Effectiveness Committee		Trust Board	
Reviewers		Position	
Natasha Greenough		CEO The MAST	
Liz Godman		Trustee	
Unions consulted			
ASCL	GMB	NEU, (ATL)	NAHT
NASUWT	UNISON	UNITE	

Section Number	Content	Page Number
1.0	Introduction	3
2.0	Purpose, scope and principles	3
3.0	Setting an example	3
4.0	Safeguarding pupils/students	4
5.0	Pupil/student development	4
6.0	Honesty and integrity	4
7.0	Conduct outside work	4
8.0	Confidentiality	5
9.0	Professional relationships with children	6
10.0	Professional relationships with parents	6
11.0	Professional relationships with other colleagues	7
12.0	Dress Code	7
13.0	Other areas	8
14.0	Professional responsibilities	8
15.0	Disciplinary action	8
Appendices		
A	Equality Impact Assessment	9

1. Introduction

The governing body of each school and the Trust Board of The Mast Academy Trust will foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon colleagues, volunteers and governors to abide by it.

In addition to this policy, all colleagues employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct. Colleagues should also read and be familiar with the Colleague (Staff) handbook, Colleague (Staff) acceptable use of ICT policy, Keeping Children Safe in Education and the Whistleblowing policy. All these policies are available in the individual academies.

Employees should be aware that a failure to comply with the following Code of Conduct may result in disciplinary action up to and including dismissal.

[The Disciplinary Policy can be found on the Trust website.](#)

For the purpose of clarity, the term 'team member' refers to all colleagues employed by schools within the Trust or by the Trust itself. It also includes all colleagues who volunteer including as Trustees and Governors and those who volunteer within schools.

2 Purpose, Scope and Principles

This Code of Conduct in its entirety applies to:

- all colleagues who are employed by the Trust and those who volunteer including Trustees; Governors and anyone actively involved in the school or Trust.

The Code of Conduct does not apply to:

- peripatetic colleagues who are centrally employed by the LA;
- school meals colleagues employed by an external contractor;
- employees of external contractors and providers of services (e.g. contract cleaners).

Such colleagues are covered by the relevant Code of Conduct of their employing body.

3 Setting an Example

- 3.1 All team members who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Colleagues must therefore avoid using inappropriate or offensive language at all times in front of children.
- 3.2 All colleagues must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- 3.3 All team members must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

4 Safeguarding Pupils/ Students

- 4.1 Colleagues have a duty to safeguard pupils/students from:
- physical abuse
 - sexual abuse
 - emotional abuse
 - neglect
 - Colleagues should be familiar with the school's [safeguarding policy](#) and the [DFE Keeping Children Safe in Education Part 1](#)
 - The DSL (Designated Safeguarding Lead) and any other Safeguarding Officers are clearly highlighted in each school. Colleagues must know who they are and how to report safeguarding concerns.
- 4.2 Team members who have any concerns around the behaviour of a colleague towards a child must report it immediately to the Headteacher or Chair of Governors if the concern relates to the Headteacher or the Headteacher is unavailable.
- 4.3 Colleagues, including headteachers and chairs of Governors, should refer to the Trust's safeguarding policy around next steps when concerns are raised. This must be done without fail.

5 Pupil/ Student Development

- 5.1 Colleagues must comply with school policies and procedures.
- 5.2 Team members must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.
- 5.3 Colleagues must follow reasonable instructions from leaders with school and the Trust.

6 Honesty and Integrity

- 6.1 Colleagues 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. The acceptable usage policy and financial regulation policy can be found on the Trust [website](#).
- 6.2 Bribery- If colleagues are offered regular and/or excess gifts by parents they should seek advice from the Head teacher as this could be misconstrued as bribery.

7 Conduct Outside of Work

- 7.1 Colleagues 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. Colleagues are expected to adhere to the Nolan principles of public life which can be found on www.gov.uk.

- 7.2 In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.
- 7.3 Colleagues must exercise caution when using information technology and be aware of the risks to themselves and others. All colleagues should read and sign the colleague acceptable use policy for information technology. The Acceptable usage policy can be found on the Trust [website](#).
- 7.4 Colleagues 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.
- 7.5 Colleagues must not engage in inappropriate use of social network sites or elsewhere which may bring themselves, the school, school community or employer into disrepute. The electronic guidance policy and safeguarding policy can be found on the Trust [website](#).
- 7.6 Colleagues should not make derisory comments regarding school or members of the school community including employees; governors; pupils or parents on social network sites as this could bring the school into disrepute.

8 Confidentiality

- 8.1 Any data held by the Trust will comply with data protection legislation. [The Data Protection Policy can be found on the Trust website](#).
- 8.2 Where colleagues have access to confidential information about pupils/students or their parents or carers, colleagues must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student.
- 8.3 All colleagues 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 colleague). 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 parent or carer, nor with colleagues in the school except with a member of the senior team with the appropriate role and authority to deal with the matter.
- 8.4 However, colleagues have an obligation to share with their manager or the school's Designated Senior Person any information which gives rise to concern about the safety or welfare of a pupil/student. For concerns around a team member, colleagues should report immediately to the Headteacher or the Chair of Governors as appropriate. Colleagues must **never** promise a pupil that they will not act on information that they are told by the pupil/student. [The Safeguarding policy can be found on the Trust website](#).

9. Professional Relationships with Children

- 9.1 Colleagues are expected to act respectfully towards children at all times, for example by speaking in a calm and objective way, even in the face of challenging circumstances and using a range of vocal volume that is appropriate to the learning.
- 9.2 Colleagues are expected to uphold the school's policies and procedures on Behaviour and Child Protection in their dealings with children and be consistent in the way that they apply rewards and sanctions to the children, so that each individual child knows that they will receive the same treatment from any team member. The individual school's behaviour policy can be found on their websites.
- 9.3 Colleagues are expected to establish strong working relationships with children but maintain a professionalism at all times.
- 9.4 Team members should avoid being alone with individual children, but if it is unavoidable to do so, must ensure that they are in a place where others can see through a window or an open door.
- 9.5 Colleagues should approach physical contact with children in a careful, sensitive, and respectful way. Any physical contact with a child should be avoided when colleagues are alone with individual children, except in an emergency. We adopt the principle that parents want their children to be given a certain level of physical reassurance if distressed, hurt or otherwise in need. This is the case for all children but may be appropriate more frequently for younger children.
- 9.6 Restraining pupils should only be used as a last resort. Colleagues should only restrain pupils where they present a risk to themselves; others or school property. Restraint should be done by trained team members (such as Teamteach trained) and colleagues should seek support from a trained colleague if they deem restraint may be necessary. However, should there be an immediate risk, colleagues should act to protect children or themselves using the minimum force which is required and should always employ de-escalation strategies.
- 9.6 All team members' primary responsibility is the safety and welfare of children. All colleagues have a professional responsibility to inform an appropriate person if they believe that a colleague is behaving in a way that compromises the safety or well-being of any child or group of children.

10. Professional Relationships with Parents

- 10.1 Colleagues are expected to respond fairly to parental concerns irrespective of their race, religion, culture or social background, sexuality and sexual identity. Any cultural factors will be taken into account and the necessary support provided to parents/carers.
- 10.2 Colleagues should meet with parents in areas of the school that are visible and easily accessible to other team members, while remembering to be sensitive to the confidential nature of some discussions.

- 10.3 Colleagues should keep confidential all information shared by a parent and only share this on a need to know basis and with parental permission unless the information shared presents a child protection or safeguarding risk in which case it should be shared immediately with the school's DSL.

11. Professional Relationships with Other Colleagues

- 11.1 Colleagues are expected to act in a professional manner towards colleagues, irrespective of position or status within the school hierarchy, for example:
- Speaking politely to one another
 - Assuming that the actions of others are carried out in good faith
 - Communicating clearly and honestly with colleagues
 - Being publicly supportive of colleagues, and dealing with concerns or disagreements privately, with support if necessary.
- 11.2 If individuals have concerns around the performance or behaviour of a colleague, these should be raised confidentially to the relevant person in school and not spoken about publicly. Concerns raised with managers are dealt with confidentially. If further action is required, the manager has responsibility to inform only the appropriate senior person within the school or via the Trust's whistle blowing policy. [The Grievance Policy and Whistleblowing policy can be found on the Trust website.](#) Minor complaints will be dealt with in line with the Complaints Procedure found on the Trust [website](#).
- 11.3 All colleagues recognise that individuals are accountable for their actions and performance and that from time-to-time leaders and managers will need to deliver feedback that is challenging. All individual feedback is given sensitively, and constructively, to support all colleagues, and should only be shared with individuals that need to know (e.g. line manager or mentor). [The Appraisals policy can be found on the Trust website.](#)
- 11.4 Colleagues follow the direction of the Headteacher and other Senior Colleagues in school.

12 Dress Code

- 12.1 Colleagues are expected to dress in a manner that exhibits the importance of the job that they do. Colleagues should wear smart, practical clothes that suit the role they hold within the Trust.
- 12.2 Jeans are not considered acceptable, unless participating in a trip or visit that requires harder wearing clothes (e.g. residential trips).
- 12.3 When leading physical activities and/or PE lessons (including Sports Day), colleagues may change into suitable clothing (e.g. training shoes and track-suit).
- 12.4 Colleagues should not wear excessive amounts of jewellery or have extreme hair styles which may distract from their role or create a health and safety issue. As a general rule, piercings other than an ear piercing should not be on display, tattoos and body piercing should be covered, clothing should not include offensive or political slogans, long hair should be tied back.
- 12.5 Everyone should understand his/her own Health and Safety responsibilities.

- 12.6 Footwear should be appropriate and safe for the work carried out and for movement around the site.
- 12.7 Colleagues dress code requirements are sensitive to the Trust equalities duty and therefore reasonable adjustments will be made following discussion with their line manager.

13. Other Areas

- 13.1 Individuals should arrive in school in good time to begin their contracted hours. If for any reason colleagues are delayed in the morning, it is their responsibility to ensure that the appropriate person in school is informed at the earliest opportunity.
- 13.2 Teaching colleagues attend school in accordance with directed time including briefings; meetings and parent evenings in a timely way.
- 13.3 Colleagues take responsibility for their own safety and report any concerns around site safety immediately. Colleagues do not put themselves in risky positions but seek support from trained colleagues when or if they need to. [The health and safety policy can be found on the Trust website.](#)
- 13.4 All team members are responsible for their own Professional Development, supported by their line managers, and ensuring they have read and understood school policies. Any training and support required will be provided as identified through a discussion with their line manager.

14. Professional Responsibilities:

- 14.1 All colleagues are expected to have read, understood and signed the following policies:
- Safeguarding Policy
 - Keeping Children Safe in Education
 - Health and Safety Policy
 - Acceptable Use Policy

15 Disciplinary Action

- 15.1 All colleagues need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, a range of sanctions are available up to and including dismissal.

Appendix A – Equality Impact Assessment

Name of policy being assessed	Code of Conduct
Summary of aims and objectives of the policy	Outlines the standards expected and the duty upon colleagues, volunteers and governors to abide by.
What involvement and consultation has been done in relation to this policy? (e.g., with relevant groups and stakeholders)	This will be discussed at the Trade Union meeting and Staffing Committee Meeting.
Who is affected by the policy?	All colleagues
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Completed on an annual basis.

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	Neutral impact	<u>The policy is inclusive for all colleagues.</u>	
Gender reassignment	Neutral impact	<u>The policy is inclusive for all colleagues.</u>	
Marriage or civil partnership	Neutral impact	<u>The policy is inclusive for all colleagues.</u>	
Pregnancy and maternity	Neutral impact	<u>The policy is inclusive for all colleagues.</u>	
Race	Neutral impact	<u>The policy is inclusive for all colleagues.</u>	
Religion or belief	Neutral impact	<u>The policy is inclusive for all colleagues.</u>	
Sexual orientation	Neutral impact	<u>The policy is inclusive for all colleagues.</u>	

Sex (gender)	Neutral impact	<u>The policy is inclusive for all colleagues.</u>	
Age	Neutral impact	<u>The policy is inclusive for all colleagues.</u>	

Evaluation

Question	Explanation / justification
Is it possible the proposed policy or change in policy could discriminate or unfairly disadvantage people?	No; the changes made during this policy update encourage an inclusive culture across all colleagues working at The Mast Trust.

Final decision

Please indicate the final decision using the options below	1
What is the explanation for this?	

There are four options open to you:

1. No barriers or impact identified, therefore policy will **proceed**.
2. You can decide to **stop** the policy or practice at some point because the evidence shows bias towards one or more groups
3. You can **adapt or change** the policy in a way which you think will eliminate the bias, or
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in **extreme cases** or where **positive action** is taken). Therefore, you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.

Will this EIA be published* Yes/Not required	Yes
Date completed:	
Review date (if applicable):	In line with policy review