

Brandhall Primary School



Staff Code of Conduct Policy

September 2020

Introduction:

This code of conduct is intended as a guide and a help to all school staff. It sets out standards of conduct which staff are expected to follow when within or representing the school. This code is not exhaustive but is written to assist staff and it is important that staff should take advice and guidance if necessary.

The underlying purpose is to ensure that Brandhall Primary School provides the highest quality service to all stakeholders in accordance with our values and to promote public confidence in the integrity of the school.

Children are learning all the time and we must set the best example and highest expectation of them through our own behaviours. Children will be watching us as we work and move around school; they may copy us and talk to others about us outside school. It is for this reason and to safeguard all staff against allegations of abusive or unprofessional conduct that we expect all members of staff to comply with this code of conduct at all times when in or representing Brandhall Primary School.

Code of Conduct:

Specific Aspects - Employment

1. **Safeguard pupils in accordance with school policy.**
2. **Separate professional duties and private interests** – staff's off duty hours are their personal concern but they should avoid a position where duty and private interests conflict; for example; online associations with current pupils/families via social media or messaging services.
3. **Devote their full time, attention and abilities during working hours and to act in the best interests of the school** – staff are not precluded from taking additional employment but this must not interfere with the performance of their duties or conflict with the interests of the school.
4. **Observe the school's Equal Opportunities Policies** and treat all in accordance with these policies
5. **Comply with the requirements of the school's Health and Safety Policy including any additional or temporary addendums** for example, Covid risk assessments. Staff must take care of their personal hygiene, safety and welfare.
6. **Familiarise themselves with fire precautions, procedures and drill routines.** Regard fire or evacuation drills in a positive manner.
7. **Maintain an impeccable standard of integrity in all professional relationships.**
8. **Maintain privacy around media interest and press releases.** Other than matters of publicity only the Head Teacher or Chair of Governors (or those delegated to do so by them) is authorised to speak or send any communication on behalf of the school to members of the press or broadcast media.
9. **Observe copyright laws**

10. **Ensure compliance with the Data Protection Act.** Personal data should only be used to help you carry out your work; it must not be given to people who have no right to see it and security of all computerised databases must be maintained.

General Aspects – Professional behaviour

All staff should:

1. Display the highest possible standards of professional behaviour (see appendices).
2. Seek to co-operate with their colleagues, providing support, help and guidance as required by them and their line manager and enable effective communication throughout school.
3. Not use their position in the school for private advantage or gain.
4. Model the fundamental British Values and Brandhall Values at all times.
5. Avoid words and deeds that might bring the school into disrepute or that would undermine colleagues in the perception of others. Gossip is not acceptable.
6. Retain professional independent objectivity and not promote dogma or political bias in their working environment.
7. Attend punctually, ready to start work at the times agreed with their line manager. Those unable to attend must follow the absence procedures so that cover can be arranged. Sign in and out of the building.
8. Attend in suitable clothing and footwear to keep themselves and pupils safe from harm; tattoos should be covered.
9. Not smoke either on the grounds or outside the gates as this does not promote a professional or positive image of the school. At no point should pupils be exposed to the effects of smoking.
10. Keep mobile phones on silent and only use them in areas where children are not; for example, staff rooms and breaks.

The expectations in this policy reflect the teacher standards, safeguarding guidelines, school policies including the Sandwell agreed disciplinary policy. Any breaches of this policy could result in disciplinary action.

Appendix One: Professional behaviours – Teacher Standards

Standard
<p>1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none">• 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.
<p>2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none">• 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.
<p>3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none">• 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.
<p>4 Plan and teach well structured lessons</p> <ul style="list-style-type: none">• 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).
<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none">• 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

Standard

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. **This standard applies to all staff employed at Brandhall Primary School.**

Teachers and school staff 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.
- Teachers and all school staff 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, and all school staff, must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Upper Pay Range Teachers Standards

- 1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- 2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
- 3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications
- 4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- 5 Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them
- 6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- 7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge
- 8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- 9 Promote collaboration and work effectively as a team member
- 10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Teaching and Learning Responsibility (TLR)

Accountability for leading, managing and developing a subject or curriculum area or pupil development across the curriculum

Working with other relevant teachers in the key stage/subject/department:

- 1 Identify relevant school improvement issues
- 2 Define and agree appropriate improvement targets
- 3 Co-ordinate CPD needs and opportunities
- 4 Evaluate the impact of all improvement activities on the quality of teaching and learning.
- 5 Provide the Head Teacher/Principal (or other management postholder/team) with relevant subject, curriculum area or pupil performance information.

Impact on education progress beyond assigned pupils

Working with other relevant teachers in the key stage/subject/department:

- 1 Identify appropriate attainment and/or achievement targets
- 2 Monitor pupil standards and achievement against annual targets
- 3 Monitor planning, curriculum coverage and learning outcomes
- 4 Monitor standards of pupil behaviour and application
- 5 Lead evaluation strategies to contribute to overall school self-evaluation
- 6 Plan and implement strategies where improvement needs are identified
- 7 Ensure that relevant attainment/achievement targets are met

Leading, developing and enhancing the teaching practice of others

Working with other relevant teachers in the key stage/subject/department:

- 1 Maintain personal expertise and share this with other teachers

- 2 Act as a role model of good classroom practice for other teachers, modelling effective strategies with them
- 3 Monitor and evaluate standards of teaching, identifying areas for improvement
- 4 Plan and implement strategies to improve teaching where needs are identified
- 5 Induct, support and monitor new staff

Appendix Two: Unprofessional Behaviours

Misconduct

Please note, in some instances, the misconduct detailed below may be considered sufficiently serious to constitute gross misconduct.

- Absence - including unauthorised absence and unsatisfactory attendance

- Abuse of authority e.g. when an employee's conduct towards a colleague or a member of the public is oppressive or abusive
- Being an accessory to misconduct
- Conflict of personal/work interest (The Council/School does not prevent employees from undertaking additional employment, with prior permission)
- Damage to, or destruction of, Council/School property, equipment or official documents
- Disobedience to reasonable orders/ instructions, including failure to observe operational regulations and standing orders
- Falsehood e.g. making false, misleading or inaccurate statements
- Improper or unauthorised disclosure of information
- Improper or unauthorised use of council resources including the excessive use of telephone, email or internet or accessing inappropriate material on the internet
- Neglect of Duty - failure to perform the duties of the job
- Neglect of health or personal hygiene
- Obscene language or behaviour
- Poor time-keeping
- Refusal to carry out a reasonable instruction, including insubordination
- Sleeping on duty (except when expressly permitted)
- Smoking in non smoking areas
- Unauthorised use, processing or disclosure of personal data contrary to the Data Protection Principles

Gross Misconduct

- 3.1 For offences of suspected or alleged gross misconduct, immediate suspension on full pay will normally apply, followed by summary dismissal (without notice or pay in lieu of notice) if the gross misconduct is established and there are no acceptable mitigating circumstances.
- 3.2 Examples of offences which will normally be considered gross misconduct include:
 - Being under the influence of drink, non prescribed drugs, illegal drugs and substances, or in possession of or supplying drugs
 - Breach of rules for Professional Bodies or recognised standards applying to trade bodies or professionals
 - Bringing the Council/School into serious disrepute in both work and/or the employee's own time
 - Corrupt, fraudulent or improper practice including the inappropriate acceptance of gifts and hospitality, the falsification of claims and bribery
 - Conduct or conviction that weakens public confidence in the Council/School
 - Discrimination or harassment/bullying against an employee or member of the public on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/ or sexual orientation
 - Fighting or physical assault
 - Knowingly taking parental, paternity or adoption leave when not eligible to do so for the purpose other than supporting a child
 - Making a false disclosure or giving false or misleading information under the Whistleblowing Policy
 - Making malicious allegations
 - Malicious damage to the Council's/School's property
 - Other offences of dishonesty, including the falsification (or aiding and abetting the falsification) of subsistence and expenses claims, timesheets, etc. and the falsification of

qualifications or entitlement to work (including immigration status) which are a stated requirement of employment or which result in financial gain

- Serious breaches of safe working practices, regulations or procedures endangering other people including deliberate damage to, neglect of, or misappropriation of safety equipment
- Serious misuse of information technology systems
- Sexual misconduct
- Stealing from the Council/School, Council members/School Governors, its employees or the public
- Unauthorised entry into an area on the premises to which access is prohibited
- Unauthorised removal, use or non-return of Council/School property