

ST. ANDREW'S CE PRIMARY SCHOOL CODE OF CONDUCT FOR EMPLOYEES

Introduction

- The Governing Body is required to set out a Code of Conduct for all school employees.
- Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal.
- This code is designed to set out required standards and help employees understand the working relationship between themselves, their managers, colleagues, pupils and members of the public to whom they deliver a service.
- Employees must comply with this Code as it forms part of their terms and conditions of employment. The School Governors believe that employees are responsible for their actions. The Executive Headteacher and Senior Leadership Team will ensure that staff are fully briefed on the content and have access to a copy of the Code of Conduct, it is however the responsibility of all employees to read the Code. If any of the provisions contained within the Code of Conduct, related Codes of Practice or Policies are not fully understood, then the employee must, in their own interest, seek clarification from a member of the Senior Leadership Team.
- If an employee's actions or behaviour fall below the standards set out in this Code, then the School may take formal disciplinary action which may include the full range of disciplinary sanctions. **Serious misconduct, criminal offences or other acts committed outside of working hours, which bring the School into disrepute or impact on the employee's ability to carry out their role, may also result in formal disciplinary action being taken, in accordance with the School procedures.**

SETTING AN EXAMPLE

- All staff who work at St. Andrew's set example of behaviour and conduct which can be copied by the pupils.
- All staff must, therefore, demonstrate high standards of 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.
- This code helps all staff to understand what behaviour is and is not acceptable.

SAFEGUARDING PUPILS

- Staff have a duty to safeguard pupils from
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- The duty to safeguard pupils includes the duty to report concerns about a pupil to the school's Safeguarding team – Jayne Mitchell, Heather Coward, Katie Forrest, Sue Robbins and Michael Collins.
- The Designated Lead Person is the Headteacher, Jayne Mitchell. The Deputy is Heather Coward
- All staff must be familiar with the Child Protection Policy and the Whistleblowing Policy. These documents are available on the school website www.standrewsprimaryschoolstockwell.org
- Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.

PUPIL DEVELOPMENT

- Staff must comply with school policies and procedures that support the well-being of pupils.
- Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.
- Staff must follow reasonable instructions that support the development of pupils.

HONESTY AND INTEGRITY

- Staff must maintain high standards of honest and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

CONDUCT OUTSIDE WORK

- Staff should be professional at all times.
- 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 community.
- In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.
- Staff must exercise caution when using information technology and be aware of the risks to themselves and others.
- Staff must be aware of the dangers of social media. Staff must not agree to 'friend' or link with pupils, ex-pupils or parents on any social media site.
- Staff 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.

CONFIDENTIALITY

- Where staff have access to confidential information about pupils or their parents/carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil for that particular case.
- 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 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 Leadership Team with the appropriate role and authority to deal with the matter.
- We recognise that some conversations are sensitive and should therefore take place in an appropriate place. The playground is not an appropriate place.
- However, all staff are obliged to share with the Safeguarding Team any information which gives rise to concern about the safety or welfare of a pupil.
- Staff must **never** promise a pupil that they will not act on information that they are told by that pupil.

PROFESSIONAL RELATIONSHIPS

With children:

- We act respectfully towards our children at all times, for example:
 - Speaking in a calm and objective way, even in the face of challenging circumstances
 - Using a range of vocal volume that is appropriate to the learning activity (we may raise our voices in a controlled way to achieve a desired impact, but we never shout in anger)
 - Showing good manners to children and thereby modelling what good manners are
 - Taking seriously what *all* children tell us. **Our first response** is always to believe what we are told
 - Giving children time to express themselves
 - Considering how we would expect to be spoken to ourselves
 - Pursuing settlements to conflicts between children in a way that is demonstrably fair and listens to all points of view before making a considered judgement
 - We judge children based on the current situation and not on past behaviour
 - Making clear to children why a course of action has been necessary
- We uphold the school's policies and procedures on Behaviour and Child Protection in our dealings with children. We acknowledge that we are in 'loco parentis' and, as such, have a duty of care for all children in the school
- We are consistent in the way that we apply rewards and sanctions to the children, so that each individual child knows that they will receive the same treatment from any member of staff
- We understand that children have a right to be heard
- We are friendly and supportive to all children, but maintain our professionalism at all times. We acknowledge that some interactions that seek to 'be friends' with children can create ambiguity in the relationship and are unhelpful
- We protect ourselves and our pupils by making sure that we avoid being alone with individual children unnecessarily, but if it is unavoidable to do so, we ensure that we are in a place where others can see us.
- We use physical contact with children in a careful, sensitive and respectful way. A hand on the shoulder or head is often a good way of engaging with an individual child. However, any physical contact should be avoided when staff members are alone with individual children, except in 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
- At all times we encourage our children to manage their own basic hygiene and personal needs including dressing and going to the toilet independently. In the case of accidents where a child has wet or soiled themselves we take care to encourage the child to clean themselves, wherever possible.
- We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors
- When speaking to children, we always consider how we would expect to be spoken to ourselves
- We teach and respond to children as unique individuals
- Where children in the school are family members or family friends of staff we maintain a professional relationship at all times.
- **We have a professional responsibility to inform an appropriate person if we believe that a colleague is behaving in a way that compromises the safety or well-being of any child or group of children**

PROFESSIONAL RELATIONSHIPS (continued)

With parents:

- Parents have an entitlement to be informed about their child's learning and well-being. We always seek to involve and engage parents in this process
- We recognise parents' entitlement to express any concerns they may have about their child's learning, safety or well-being
- We always seek to work in partnership with parents, using their understanding of their own child to help us to provide the best learning opportunities that we can
- We recognise that parents' worries and concerns can be extremely emotive and we acknowledge that, at times, we will need to speak to parents when they are upset. If a parent is unexpectedly aggressive towards a member of staff, the meeting or conversation must be terminated immediately and in a polite manner.
- If we are concerned that a parent may be aggressive or otherwise inappropriate towards us, we can ask for a colleague (usually a member of the Senior Leadership Team) to be present
- We are honest with parents, without undermining colleagues and respond fairly to their concerns
- When speaking to parents, we always consider how we would expect to be spoken to ourselves
- We acknowledge that we are human and will all make mistakes from time to time. We take responsibility for our actions and are willing to apologise when we have made mistakes and undertake to learn from those errors
- We protect ourselves by ensuring that we meet with parents in areas of the school that are visible and easily accessible to other staff members, while remembering to be sensitive to the confidential nature of some discussions.
- We always make sure that colleagues know when and where we are meeting with parents
- We recognise the right to confidentiality of all members of the school community. We agree not to communicate or gossip about other members of our school community.
- We recognise the importance of maintaining a professional relationship with parents at all times. We understand that it is not acceptable to offer parents favours or agree to extra services for example, babysitting or 1:1 tutoring.

With other members of staff:

- We act in a professional manner towards colleagues at all times, for example:
 - Speaking politely to one another
 - Being flexible and understanding of necessary changes within the school day
 - Assuming that the actions of others are carried out in good faith
 - Communicating clearly and honestly with colleagues
 - Addressing concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticising anyone
 - Being publicly supportive of colleagues, and dealing with concerns or disagreements privately, with support if necessary
- We share a responsibility to encourage and support our colleagues in their professional development
- We consider all members of the staff team to have equal value, irrespective of their job, and we treat them accordingly
- When speaking to colleagues, we always consider how we would expect to be spoken to ourselves
- 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
- We recognise that we are all accountable for our 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 and should only be shared with those staff members that need to know.
- We always approach issues with colleagues in a way that seeks to solve potential problems positively.
- We never act in a way that publicly undermines a colleague
- We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors.

STAFF DRESS

- We dress in a manner that exhibits the importance of the job that we do
- We wear smart, tidy and practical clothes
- We avoid wearing clothes that have offensive logos or statements
- We avoid wearing clothes or displaying tattoos that could cause offence or embarrassment to others
- Clothes that are tight and revealing are unacceptable
- When leading physical activities and/or PE lessons (including Sports Day), we change into suitable clothing for that lesson (e.g. training shoes and track-suit)
- We do not wear excessive amounts of jewellery and understand our own Health and Safety Responsibilities

FOOD AND DRINK

- Staff should not eat while they are on duty, for example, in class or in the playground.
- Hot drinks must not be consumed during lesson time or while there are children present in the classroom.
- Staff should not share their own food or packed lunches bought in from home with pupils.
- Chewing gum in school is not acceptable.

USE OF MOBILE PHONES AND OTHER DEVICES

- Mobile phones and other devices should not be kept on your person or used during school time, except in your own break times.
- If a third party needs to contact a member of staff in an emergency then the main school telephone number should be used. A member of the office staff will immediately inform that member of staff that an emergency call has been taken.
- Children should not be allowed to use or play with a mobile phone or other device that belongs to a member of staff.
- Staff should not use their mobile phone or other device in the playground, in assembly or in other areas that are visible to the pupils.
- If a member of staff has a family emergency or similar and needs to keep their mobile phone to hand, prior permission must be sought from a member of the Senior Leadership Team.

TIMEKEEPING

- All members of staff arrive in school in good time to begin their contracted hours
- If for any reason we are delayed in the morning, it is our responsibility to ensure that the appropriate person in school is informed at the earliest opportunity
- We understand that poor timekeeping impacts on other members of staff and the children
- We understand that it is imperative to be in the right place at the right time. In the case of an emergency the member of staff should immediately inform their Line Manager
- All members of staff must take their breaks at the allocated times unless a prior arrangement has been made with their Line Manager.
- We support and use the systems in place for monitoring who is on site and understand that these systems are for the Health and Safety of ourselves and others.

The following list was devised by staff during INSET training. They are a guide and a useful reminder of the kind of behaviours that we hope to see and what we hope not to see at St. Andrew's CE Primary School.

HELPFUL BEHAVIOURS are:

- Being friendly, polite, helpful and respectful.
- Being a good team player – helping out as and when needed.
- Being supportive and mindful of your colleagues needs.
- Having patience
- Being organised.
- Having a good attitude to work and people
- Keeping the school environment tidy – doing your bit.
- Being pleasant
- Being smiley and cheerful
- Being relaxed and calm
- Being approachable
- Being diplomatic
- Being sympathetic when required
- Being empathetic.

UNHELPFUL BEHAVIOURS are:

- Being rude and grumpy
- Interrupting, especially while someone is teaching
- Negative body language
- Being untidy – leaving obstacles in everyone's way for example, papers, glasses and teacups
- Looking down on colleagues
- Talking behind someone's back
- Not attempting to resolve issues and letting them escalate
- Being snappy
- Shouting
- Being bossy
- Being too fussy
- Being stroppy
- Being selfish
- Being un-cooperative

Approved by:

Date: September 2016

Next review date: September 2019