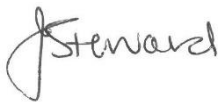





## STAFF CODE OF CONDUCT

Formally adopted by the Governing Body of Sheringham Community Primary & Nursery School	
On	15 <sup>th</sup> October 2020
Chair of Governors	
Head Teacher	
Last updated	15 <sup>th</sup> October 2020
Review	15 <sup>th</sup> October 2021

*Be all that you can be...*



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## 1. Aims

- To create and maintain a shared understanding of how we should all behave towards one another.
- To express our shared commitment to promoting lifelong learning through respect for all.
- To provide clear, unambiguous guidance for members of staff and volunteers about the standards of conduct that are expected of them, both within and outside of our school.
- To provide a reference point for school leaders and managers.
- To contribute to a school culture that explicitly supports the five outcomes of Every Child Matters, which are that every child has the entitlement to: Stay Safe; Be Healthy; Enjoy and Achieve; Make a Positive Contribution and Achieve Economic Well-Being.

## 2. Applicable to

- All employees, parent helpers and outside agencies that work within our school.
- Parents and pupils.

## 3. Setting an example

All adults who work in schools set examples of behaviour and conduct which can be copied by pupils/students.

All adults must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.

All adults must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

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

## 4. Safeguarding pupils/students

We all have a duty to safeguard pupils/students from:

- physical abuse
- sexual abuse
- emotional abuse
- neglect
- risk of radicalisation

The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student to the school's Designated Safeguarding Lead (DSL) for Child Protection.

The school's DSL is the Deputy Head, alternate is Mrs Ingrid Stocker

Staff are provided with personal copies of the school's Child Protection Policy, Keeping Children Safe in education Part 1 (2018) and Whistleblowing Procedure and staff must be familiar with these documents and sign to confirm that they have read them and understand them.

We must not demean or undermine pupils, their parents or carers, or colleagues. We must take reasonable care of pupils/students under our supervision with the aim of ensuring their safety and welfare.

## **5. Pupil/Student development**

Staff must comply with school policies and procedures that support the wellbeing and development of pupils/students, eg The Behaviour for Learning Policy, Nurture Policy, SEN9D) Policy.

Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.  
Staff must follow reasonable instructions that support the development of pupils/students.

## **6. Honesty and Integrity**

Staff 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.

## **7. Conduct outside of 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 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 and may result in disciplinary action being taken.

Staff must exercise caution when using information technology, especially social media, and be aware of the risks to themselves and others.

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 performance.

## 8. Confidentiality

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

All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil/student is hurt either physically or emotionally by another pupil/student, 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/student'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 their manager or the 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/student.

## 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.

## 10. Professional Relationships

### 10.1. With children:

- We act respectfully towards 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 and praising good examples shown by children.
  - 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 amicable 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 behavior.
- Making clear to children why a course of action has been necessary and following it through.
- 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, teaching staff and support 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, 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.
- We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors, just as we expect the children to do.
- We teach and respond to children as unique individuals.
- 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.

## 10.2. 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 and take these concerns seriously.

- 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 we are concerned that a parent may be aggressive or otherwise inappropriate towards us, we can ask for a colleague (usually a senior leader) to be present.
- In extreme circumstances, the headteacher may decide that it is safer for a teacher to communicate with a parent through different means, eg email.
- We are honest with parents, without undermining colleagues and respond fairly to their concerns irrespective of their race, religion, culture or social background.
- 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.

### **10.3. With other members of staff:**

- We act in a professional manner towards colleagues, irrespective of our relative position or status within the school hierarchy, 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 (e.g. line manager or mentor).
- We approach issues with colleagues in a way that always seeks to solve potential problems in a positive way.
- 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.

## 11. Social Media

Staff in school should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking sites such as MySpace, Facebook, Twitter and blogging. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a very vulnerable position. Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils. Staff must be aware that comments made on social media are often in a public forum and should therefore uphold our professional standards.

## 12. Staff Dress

- We dress in a manner that exhibits the importance of the job that we do.
- We wear smart, practical clothes.
- We avoid wearing clothes that could cause offence or embarrassment to others.
- A general rule to adhere to is: 'can't see up it, can't see down it!'
- Jeans are not considered acceptable, unless participating in a trip or visit that requires harder wearing clothes (e.g. residential trips).
- When leading physical activities and/or PE lessons (including Sports Day), we change into suitable clothing for that lesson (e.g. trainers and P.E. clothes).
- We do not wear excessive amounts of jewellery and understand our own Health and Safety responsibilities.



### 13. Other Areas

- Members of teaching staff arrive in school by 8.30 am.
- Other staff members arrive in school in good time to begin their contracted hours.
- If for any reason staff are delayed in the morning, it is their responsibility to ensure that the appropriate person in school is informed at the earliest opportunity, leaving a message on the school answering machine is not acceptable.
- Teachers are available after the end of the school day to meet with colleagues, parents and managers.
- 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.
- It is staff's responsibility to inform the school office personally (by telephone, not email) of any absence as close to 8 am as possible and by 4pm if the absence will continue the following day.
- Staff and visitor ID badges must be worn when on school grounds.
- Staff should not keep their personal mobile phones on their person during the school working day. They should be left in bags, coats or another secure place away from the children. If staff are expecting an important call it should come through the school office.
- All teaching staff follow and adhere to the Teachers' Standards.