

Bickley Park School

Staff Code of Conduct

Introduction

As an employer, we are required to set out a Code of Conduct for all Bickley Park School (BPS) employees.

All adults in school are expected actively to follow and live our vision, aims and values. Staff are to have regard to the character of the School and not do anything in any way detrimental or prejudicial to the interests of the same at any time, at work or at home. Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action, including dismissal.

1 Purpose, scope and principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe. Our School staff are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the pupils within the school. As a member of our school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

2 Setting an example

2.1 All staff who work at BPS set examples of behaviour and conduct which can be copied by pupils. Staff must therefore avoid using inappropriate or offensive language at all times.

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

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

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

3 Safeguarding pupils

3.1 Staff have a duty to safeguard pupils/students.

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

3.3 The BPS DSL is Sara Marriott (Assistant Head: Personal Development in the Prep Department). The school's Deputy DSL is Jon Poole with specific responsibility for Year 1 and 2. The Early Years DSL is Jo Read (Early Years' Manager).

3.4 Staff are provided with copies of the school's Child Protection Policy and KCSIE part one (including Annexe A) on joining the school and must be familiar with these documents. Copies of these are available in the Staff Policy Documents folder, on the school website, or from the DSL.

3.5 Staff must not demean or undermine pupils, their parents or carers, or colleagues.

3.6 Staff must take the utmost care of pupils under their supervision with the aim of ensuring their safety and welfare.

3.7 Staff must not use their mobile phone as a camera in school. Any photograph or video must be taken using school equipment. Staff must only save images on school computers.

3.8 Staff who are in contact with pupils should not use their mobile phones in school at any time when they have contact with pupils. Outside of these times, mobile phones should only be used in areas of the school where pupils are not present.

3.9 Staff should always conduct themselves in a way to avoid placing pupils or themselves at risk of harm or of allegations of harm to a pupil. For example, where there exists 1:1 tuition - Learning Support, Music lessons, Sports coaching (with the possible allegations of touching a child); conveying a pupil in a car.

See safeguarding policy.

4 Pupil development

4.1 Staff must comply with school policies and procedures that support the well-being and development of pupils.

4.2 Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

4.3 Staff must follow reasonable instructions that support the development of pupils.

5 Honesty and integrity

5.1 Staff must maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

5.2 All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to our Whistleblowing procedure for schools.

5.3 Gifts from suppliers or associates of the school must be declared to the Headmaster, or to the Chair of Governors if the Headmaster is the recipient, with the exception of “one off” token gifts from students or parents.

6 Conduct outside work

6.1 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. Any such conduct could lead to dismissal.

6.2 In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable and could lead to dismissal.

6.3 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Staff must not have social media contact with pupils or former pupils, unless sanctioned by the Headmaster.

6.4 Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute.

6.5 Staff should only use their school email account when communicating electronically with pupils, parents and colleagues. If they are to contact pupils, their parents must be copied in.

6.6 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school and is not to a level which may contravene the working time regulations or affect an individual's work performance.

6.7 All members of staff must declare any business interests outside of school that may be connected either to the supply of goods/services to the school or be rewarded through association with the school.

7 Confidentiality

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

7.2 All staff are likely at some point to witness actions which needs to be confidential, for example, where a pupil is bullied by another pupil/student (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 senior member of staff with the appropriate role and authority to deal with the matter.

7.3 When staff witness or become involved through parent contact with issues as described in 7.2, they must take detailed notes of any phone conversations and meetings, at the time of the conversation. Conversations should then be confirmed in writing to parents where possible, so that any differing accounts can be challenged at the time. If not challenged they will become a reliable record of the relevant call/meeting. Where more than one set of parents is involved, staff must take extra care to ensure a balanced approach in terms of “face-to-face” meetings with the respective parents and are not to provide feedback until everyone involved with an incident/allegation has provided a statement. Parents should be advised that there will be a short delay to allow this to be done.

7.4 Staff have an obligation to share with their manager or the school’s DSL 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 the pupil.

7.5 Staff will be provided with training on confidentiality, which will be refreshed regularly and be part of the induction process for all new staff.

8 Disciplinary action

8.1 All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

Appendix 1

Guidance on Professional and Personal Conduct

(Teachers' Standards Effective from 1 September 2012 DfE)

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- 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.

2. Promote good progress and outcomes by pupils

- 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.

3. Demonstrate good subject and curriculum knowledge

- 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 mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- 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).

5. Adapt teaching to respond to the strengths and needs of all pupils

- 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.

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.

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

Appendix 2 Aide memoire for all staff. When we speak to others we will:

- use a positive statement rather than a negative one so that children can learn what we expect of them in any situation.
- use a calm tone of voice at all times, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable.
- avoid using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem.
- speak respectfully to other adults at all times, even if we disagree with them.

As professionals we will:

- avoid workplace gossip and negativity as it breeds resentment and becomes a roadblock to effective communication and collaboration. We all have a duty to take active steps to divert conversations away from this if we come across it.
- maintain confidentiality about anything that we see or hear in the school, so that parents and children can trust us and as a way of showing respect to our fellow professionals.
- work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the children.
- work within the school's policies and practices, so that what we do is consistent with what has been agreed between all members of the staff and the governors.
- treat everyone with respect.
- dress appropriately, so that we set a good example for the children and to show that we are here to work.
- behave in a positive way despite any personal problems that we may have, especially in front of the children.

This policy also applies to the Early Years Department

Author	PW	
Date Approved	May 2017	Chairman:
Date Approved	May 2017	Headmaster: PW
Date for Next Review	May 2020	