

STAFF CODE OF CONDUCT

Last Reviewed/Updated: 15.10.2016

Next Review/Update: 15.10.2017

1. Purpose, Scope And Principle

Regent Independent College's (the college) Code of Conduct is designed to give clear guidance on the highest possible standards of behaviour expected by all college staff. As a member of a college community, each employee has an individual responsibility to maintain their reputation and the reputation of the college, whether inside or outside working hours. This document should be read alongside Staff safe working practise guidelines 2015 (safer Recruitment consortium adapted and updated from original DfE document) in conjunction with the most recent version of Keeping Children Safe in Education (at time of writing, this is KCSIE September 2016).

2. Setting Examples

- All staff who work in colleges set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore avoid using inappropriate or offensive language at all times.
- All staff must, therefore, demonstrate the highest standards of conduct in order to encourage our students 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.

3. Safeguarding Pupils/Students

Staff have a duty to safeguard pupils/students from:

- physical abuse
 - sexual abuse
 - emotional abuse
 - neglect
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- The duty to safeguard students includes the duty to report concerns about a student to the college's Designated Safeguarding Lead (DSL) for Child Protection.
 - The college's DSL is Tharshiny Pankaj (Co-Principal) & Deputy DSL is Caroline Shephard (Senior Academic Administrator)
 - Staff are asked to read the college's Safeguarding Policy and Whistleblowing Procedure and staff must be familiar with these documents.
 - Staff must not demean or undermine pupils, their parents or carers, or colleagues.
 - Staff must take the upmost care of students under their supervision with the aim of ensuring their safety and welfare.
 - Staff must not use their mobile phone as a camera in college. Any photograph/video must be taken using college equipment. Staff must only save images on college computers.
 - Staff who are in contact with students should not use their mobile phones in college during their contact time with pupils. Mobile phones should only be used in areas of the college where students are not present.

4. Child Protection

Allegations of unprofessional conduct or improper contact can arise at any time. All members of staff are reminded that professionalism and vigilance are required, so as to ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of staff.

This guidance applies to all adults working in this College, and not just teachers. **It should be noted that forming inappropriate relationships with children or young people who are pupils or students at another college may also be regarded as gross misconduct. Such behaviour tends to bring the College into disrepute and gives rise to concern that the staff involved cannot be trusted to maintain professional boundaries with pupils and students at this College.**

a) Members of staff need to take particular care when dealing with a student who:

- appears to be emotionally distressed, or generally vulnerable and/or who is seeking expressions of affection from a member of staff;
- appears to hold a grudge against a member of staff;
- acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over-familiar;
- may have reason to make up an allegation to cover the fact that he or she has not worked hard enough for public examinations.

b) Note:

some of these behaviours may be indications that a child has been, or is currently being abused and should therefore be reported to the Designated Person under the College's Child Protection Procedures. Staff should be aware of the general guidance that will apply in all cases. In particular staff:

- need to exercise professional judgment but always act within the spirit of these guidelines. If staff are involved in a situation where no specific guidance exists, they should discuss the circumstances with a senior colleague. A written record should be kept that includes justification for any action taken;
- must be familiar with procedures for handling allegations against staff;
- must be College's safeguarding and child protection procedures;
- must seek guidance from a senior member of staff if they are in any doubt about appropriate conduct.

c) Comprehensive records are essential. Any incident involving children that could give cause for concern, whether contemplated in these guidelines or not, should be recorded with justifications for any action taken. In addition any incident should be promptly reported to a senior member of staff.

d) One-to one contact with pupils

Members of staff teaching one pupil, or conducting a one-to-one meeting or teaching session with a student should take particular care in the following ways;

- use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson/meeting is taking place;
- arrange the meeting during normal college hours when there are plenty of other people about;
- do not continue the meeting for any longer than is necessary to achieve its purposes;

- avoid sitting or standing in close proximity to the pupil, except as necessary to check work;
- avoid idle discussion;
- avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact, it may well be advisable also to inform a senior member of staff;
- avoid any conduct that could be taken as a sexual advance;
- report any incident that causes you concern to the Designated Person, and make a written record (dated and signed).

e) Pre-arranged meetings with pupils outside college should not be permitted unless approval is obtained from their parents and a senior colleague and staff should inform colleagues before the meeting.

5. Student Development

- Staff must comply with college policies and procedures that support the wellbeing and development of students.
- Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of students.
- Staff must follow reasonable instructions that support the development of students.

6. Honesty And Integrity

- 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 college property and facilities.
- 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 the Whistleblowing procedure for colleges.
- Gifts from suppliers or associates of the college must be declared to the Co-Principal/Vice Principal. Personal gifts from members of staff to individual students may be deemed inappropriate and could be misinterpreted. However, in such circumstances teachers should seek advice from the Co-Principal/Vice Principal first.

7. Conduct Outside Work

- Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the college or the employee's own reputation or the reputation of other members of the college community. Any such conduct could lead to dismissal.
- 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.
- Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Staff must not use social media e.g. Facebook with students or former pupils.
- Staff must not engage in inappropriate use of social network sites which may bring themselves, the college, college community or employer into disrepute.
- Staff must only use their college email account or college learning platform account when communicating electronically with pupils, parents and colleagues.

- Staff may undertake work outside college, either paid or voluntary, provided that it does not conflict with the interests of the college and is not to a level which may contravene the working time regulations or affect an individual's work performance.
- All members of staff must declare any business interests outside of college that may be connected either to the supply of goods / services to the college or be rewarded through association with the college.

8. Confidentiality

- Where staff have access to confidential information about 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 student.
- All staff are likely at some point to witness actions which need to be confidential. For example, where a student is bullied by another student or by a member of staff, this needs to be reported and dealt with in accordance with the appropriate college procedure. It must not be discussed outside the college, including with the pupils/student's parent or carer, nor with colleagues in the college 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 college's Designated Safeguarding Lead any information which gives rise to concern about the safety or welfare of students. Staff must **never** promise a student that they will not act on information that they are told by the pupil/student.
- Staff must keep any log-in details or codes confidential and must not share them with students or other staff members. It is advisable that these are changed on a regular basis to reduce the risk of them being misappropriated.

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. Personal And Professional Conduct

All adults are 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 college, by: treating students 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 teaching assistants must have proper and professional regard for the ethos, policies and practices of the college 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.

10. Sources of Further Guidance:

Teachers' Standards Effective from 1 September 2012 (DfE) Part 2 of the Teachers' Standards - Personal and Professional Conduct. Appendix 1.

I have read, understand, and agree to comply with the Staff Code of Conduct Policy, being aware of my obligations and responsibilities in regard to safeguarding children and appropriate and professional conduct in all areas, both inside and outside college.

Staff Name: _____ Staff Signature: _____ Date: _____



Appendix 1

Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

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, articulation 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.

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.

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 - 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.