



## Staff Code of Conduct

**THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE SCHOOL SAFEGUARDING POLICY AND KEEPING CHILDREN SAFE IN EDUCATION 2021. THESE CAN BE FOUND ON THE SCHOOL WEBSITE HERE:**  
<https://www.stedmunds.org.uk/about-us/policies-inspection-reports/>

### Overview

St Edmund's School Canterbury aims to provide a safe, positive and supportive environment for all of its pupils and staff.

The purpose of this document is to clarify what the school expects from its employees in terms of professional behaviour, to describe safe practice in dealing with children, to identify what constitutes misconduct and, in certain key areas, to highlight behaviours that are illegal. It will also provide links to relevant school policies and identify key individuals within the school who have crucial roles to play in terms of Safeguarding, E-Safety and Behaviour Management. This document provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

This document has been prepared in line with the DfE publication *Keeping Children Safe in Education, September 2021*. This must be read by all staff and can be located here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### Application

The Code of Conduct (Code) applies to all staff working at St Edmund's School (School) whether paid or unpaid whatever their position, role or responsibilities and Staff includes employees, governors, contractors and volunteers. Any query about the interpretation or application of the Code of Conduct in a general or specific context should be made to the Head, Edward O'Connor or the Human Resources Manager, Sarah Hudson.

### **Your duty**

It is the contractual duty of every member of staff to observe the rules and obligations in this Code. The School also has a duty of care to its staff, parents and pupils and the implementation of the practices in this Code of Conduct will help to discharge that duty.

### **Wrongdoing**

All staff are required to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of staff or any conduct which they may suspect to be inappropriate to the Head.

The School operates a Whistleblowing Policy which is available on the staff area of the School Intranet.

A formal grievance procedure is available to all staff, as outlined in the School's Staff Grievance and Disciplinary Policy on the staff area of the School intranet.

### **Duty of disclosure**

You are required immediately to notify the School if you are, as applicable:

- subject to any change in your circumstances that affects your right to work in the United Kingdom;
- barred from working with children or vulnerable adults;
- the subject of a referral to the Disclosure and Barring Service or any successor body;
- the subject of a referral to, or a sanction, restriction or prohibition issued by, the Teaching Regulation Agency (previously the National College of Teaching and Leadership) or any predecessor or successor body, or by a regulator of the teaching profession in any other country;
- the subject of a referral to, or proceedings before, the Department for Education or any other appropriate authority where consideration is given to imposing a direction under section 128 of the Education and Skills Act 2008;
- questioned, arrested, charged or convicted of any criminal offence;
- subject to an investigation for any allegation of a disciplinary nature at any other employer or organisation at which you are a volunteer;

- in receipt of a police caution, reprimand or warning, or if there is a formal child protection investigation of you or any member of your household; or
- aware of any circumstances (whether related to you or anyone with whom you have an association) that may reasonably be considered to pose a risk or an increased risk to children.

### **Application with other policies**

The Code should be read in conjunction with the School's Safeguarding (Child Protection) Policy, Staff Duty of Care, COVID-19 Protocols, Equality Policy and Whistleblowing Policy.

### **Core Principles**

- The safety and welfare of pupils is our principal responsibility
- Staff are responsible for their own behaviour, should act in a professional manner at all times and seek to avoid any conduct which would lead a reasonable person to question their motivation and intentions
- All staff should know the name of the Designated Safeguarding Lead (Ross Underwood) and the Deputy DSLs in Junior School (Kelly French) and in the Pre-Prep School (Julia Exley). They should have read and be familiar with the school's Safeguarding policy and understand their responsibilities to safeguard and protect pupils
- Staff should work and be seen to work in an open and transparent way
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident which may give rise to concern
- Records should be made of any such incident and of decisions made/further actions agreed
- The School will take positive action to ensure staff at all levels, are treated with dignity, courtesy and respect, and work in an environment free from unfair treatment, harassment, discrimination or intimidation.
- All staff must abide by the Equality Policy. We will promote a culture whereby individuals are not discriminated against in any way. In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law and opposes discrimination on the basis of: sex, pregnancy and maternity, gender

reassignment, race, disability, religion or belief (including lack of religion or belief), sexual orientation, (in the case of adult members of the School Community) marital or civil partnership status; and age. These are called the “Protected Characteristics”. The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need (SEN) or learning difficulty, or because English is an additional language.

- We will actively and consistently promote anti-racism within the school. We support the principles behind the Black Lives Matter movement. We recognise we have an important role to play in sending a message that racism in all its forms can never be tolerated.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- Improper conduct or other unacceptable behaviour will not be tolerated and is a serious disciplinary matter. This includes the use of alcohol or illegal drugs, unlawful or inappropriate discrimination or harassment, violence such as fighting or aggressive behaviour and serious verbal abuse or the use of other offensive or inappropriate language. Any staff member who is found to have breached these rules, or who otherwise brings the reputation of the School into disrepute, will be subject to disciplinary action under the School’s disciplinary procedure. Depending on the circumstances of the case, such behaviour may be treated as gross misconduct and could render the staff member liable to summary dismissal.
- Bullying, in any form, will not be tolerated.

#### **Key Points:**

- Staff must read the School Safeguarding Policy, Duty of Care and ‘*Keeping Children Safe in Education, September 2021* – available on the Policies section of the school’s website:  
  
<https://www.stedmunds.org.uk/about-us/policies-inspection-reports/>
- Staff must read the Equality Policy, E-Safety Policy and Staff Acceptable Use of ICT Policy and sign the associated Code of Conduct Agreement
- Staff must abide at all times by the rules outlined in these documents, the law and the DfE Teachers’ Standards (see Appendix I of this document)
- Safeguarding of our pupils is the primary responsibility of all members of the St Edmund’s School community.

- The current Designated Safeguarding Lead (DSL) is Ross Underwood (Director of Safeguarding) and the Deputy DSLs are Kelly French (Deputy Head of the Junior School), and Julia Exley (Head of the Pre Prep School) who has responsibility for EYFS.
- Staff must report any suspected misuse of school ICT systems or E-Safety concerns immediately to the E-Safety Coordinator - Ross Underwood (DSL)

## **Safeguarding**

### **1. Duty of Care**

The Law requires a teacher always to be mindful of the pupils' safety and welfare. Our responsibility for our pupils goes beyond the professional duty of teaching them effectively and safely; there is also a wider legal and moral "duty of care" to see that they come to no harm while they are on school premises or on a school trip. In the classroom, on duty, and while they are on the school site, therefore, we must always be aware of our legal duty to provide effective and reliable supervision.

A detailed policy on the Staff Duty of Care is located on the school website:

<https://www.stedmunds.org.uk/about-us/policies-inspection-reports/>

### **2. Safeguarding and Child Protection**

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes."

*Keeping Children Safe in Education (2021, P7)*

**Safeguarding of our pupils is the primary responsibility of all members of the St Edmund's School community.** All staff must read our Safeguarding Policy and the document 'Keeping Children Safe in Education' (KCSIE) (September 2021) which is available on the Policies section of the school's intranet. The requirements contained within these documents must be adhered to by all members of staff.

Child Safeguarding and welfare are the responsibility of all staff in school and **ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead (DSL)** and then, if the matter is deemed to be a matter of possible abuse, on to the relevant authority, if only in an advisory capacity. All matters which relate to possible or actual abuse should be referred to the DSL.

A detailed policy on Safeguarding is located on the school intranet:

<https://www.stedmunds.org.uk/about-us/policies-inspection-reports/>

### **3. E-Safety and Staff Acceptable Use of ICT**

The school fully appreciates the fundamental relationship between E-Safety and Pupil Safeguarding and its legal obligations to safeguard all its pupils. **All staff must read and abide by the E-Safety Policy and the Staff Acceptable Use of ICT Policy.**

All members of staff have a responsibility to use the school's computer system in a professional, lawful, and ethical manner. As a professional organisation with responsibility for children's safeguarding it is important that all staff take all possible and necessary measures to protect data and information systems from infection, unauthorised access, damage, loss, abuse and theft. To ensure that members of staff are fully aware of their professional responsibilities in this area, they are asked to read and sign the Acceptable Use of ICT Code of Conduct.

**Key E-Safety and Acceptable Use of ICT Responsibilities:**

**All staff must ensure that:**

- they have read the E-Safety Policy and Staff Acceptable Use of ICT Policy and signed the associated Code of Conduct Agreement
- they abide at all times by the rules outlined in these documents and the law
- that use of ICT and information systems will always be compatible with their professional role, whether using school or personal systems. This includes the use of email, text, social media, social networking, gaming, web publications and any other devices or websites

- they report any suspected misuse of school ICT systems or E-Safety concerns immediately to the **Designated Safeguarding Lead & E Safety Coordinator - Ross Underwood (DSL)**
- digital/electronic communications with all members of the St Edmund's community (pupils, parents, colleagues) must always be conducted on a professional level and **only carried out using official school systems**
- Staff must not accept friend requests on social media from parents, pupils or ex-pupils. Clarification can be sought from the E-Safety Coordinator (RPU) if required. Existing contacts with parents, pupils, ex-pupils, at the time of recruitment, should be discussed with the DSL. (RPU)
- they monitor the use of digital technologies (mobile devices, cameras etc.) in lessons and other school activities and implement current policies with regard to these devices
- they never create, transmit, display, publish or forward any material that is likely to harass, cause offence, inconvenience or needless anxiety to any other person, or anything which could bring themselves or any other member of the school community into disrepute
- internet use in lessons is pre-planned and closely monitored to ensure pupils do not gain access to inappropriate material
- personal data is kept secure and is used appropriately, whether in School, taken off the school premises or accessed remotely

Staff should be aware that the ICT Systems and infrastructure are the property of the school. The school may exercise its right to monitor the use of the school's information systems, including Internet access, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's information system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound. All employees of St Edmund's School are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing will be seen to be acting reasonably.

#### **4. Exercise of Professional Judgement**

This guidance (and the accompanying policies on the school intranet) cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight, however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which **staff have to make decisions or take action in the best interests of the students where no guidance exists.**

This means that where no specific guidance exists staff should:

- discuss the circumstances that informed their action, or their proposed action, with a member of the school's Senior Management (EOC, ANDS, JEPE, NCSK, CJS). This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with a member of school's Senior Management
- always record discussions and actions taken with their justification

## **5. Power and Positions of Trust**

All adults working with students in education settings are in positions of trust in relation to the young people in their care. There is potential for exploitation and harm of vulnerable young people. Staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

**Where a person aged 18 or over is in a position of trust with a child under 18, or a pupil still at school even if they are over 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity, even if, in the case of those over 16, the relationship is consensual.**

**Where a person aged 18 or over is in a position of trust established with a person who has only recently left the school, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.**

This means that staff should not:

- use their position to gain access to information for their own advantage and/or a students' or family's detriment
- use their power to intimidate, threaten, coerce or undermine students
- use their status and standing to form or promote a relationship with a student which is of a sexual nature
- attempt to initiate a relationship of a sexual nature with a recent ex-pupil

## **6. Confidentiality**



### *General guidance*

Members of staff may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.

Confidential information about students, their families or other members of staff should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

### *Safeguarding*

**Staff have the professional responsibility to share relevant information about the protection of children with other professionals, particularly the DSL and investigating agencies.**

If a pupil requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she (the staff member) has a responsibility to refer the matter to the DSL for the child's own sake. At the same time, the child will be told that the DSL may need to take further appropriate action, which might then involve other professionals being party to the disclosure.

Staff who receive information about children and families in the course of their work should hold the information only within their professional context and not discuss the information out of school.

Child safeguarding records should be kept secure. Personal information about all pupils and their families is regarded by those who work in this school as confidential. All staff will aim to maintain this confidentiality. All records relating to child protection incidents will be maintained by the DSL and only shared as is consistent with the protection of children.

## **7. Access to Boarding**

### **Boarding, Cleaning, Linen, Maintenance and Medical Staff**

Boarding, cleaning, linen, maintenance and medical staff should only enter the private spaces of boarders when deemed necessary in the course of their work. When doing so they should knock very clearly and loudly and call out, wait for a few moments, knock again and then, opening the door a few centimetres, announce who they are before slowly entering. Should the boarder be in a state of undress then the staff member should immediately close the door, remain outside and report to a member of the boarding staff team.

## **Other Staff**

It is envisaged that no other members of staff will have reason to enter the private spaces of boarders. If, in an emergency, staff other than those stated above need to enter the private room of a boarder, a member of the boarding staff as listed above should always be present.

## **8. One to One Situations**

**One-to-one tuition should only take place where both parties are visible** e.g. through a window, or vision panel. Doors should not be closed/secured. Care must be taken in one-to-one sports coaching or in the performing arts, such that no action/comment might be misconstrued. Also in specialist music lessons (eg. with one-to-one lessons conducted by peripatetics) and in teaching, due care should be taken to ensure that a child or adult does not find themselves in a situation which might cause awkwardness or misinterpretation, and care should be taken when there are movements of location.

Staff members can take pupils in their cars when it is an emergency situation (for example a medical emergency) and no other alternative is available. If this is to happen, then permission must be obtained from a parent or guardian. It is good practice to have another staff member present if that is possible.

## **9. Infatuations**

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or to develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. **A member of staff who becomes aware that a pupil may be infatuated with themselves or a colleague must discuss this at the earliest opportunity with a member of Senior Management so that appropriate action can be taken.**

## **10. Social Contact**

**Staff should not establish or seek to establish social contact with pupils, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship.** Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response but should always discuss this with a member of SMT. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming.

Staff must not give their personal details such as their home or e-mail address; social network sites, gamer tags or web pages to pupils. As described above, staff must not accept friend requests from pupils, parents or ex-pupils on social media.

## **11. Physical Contact & Physical Intervention**

**Staff must avoid any physical contact with pupils which is not in accordance with DfE guidance.**

A 'no touch' approach is impractical and may in some circumstances be inappropriate. **However, when physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate.** Staff should use their professional judgement at all times about the appropriateness of any physical contact. Staff should clearly explain to the student the reason why physical contact is appropriate in this situation.

**Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.** If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to SMT. **Staff should always seek to minimise any necessary physical contact with pupils and be aware that well-intentioned contact can easily be misconstrued by the pupil or an observer.**

Some staff, for example, those who teach PE and games, or who offer music tuition, will on occasions have to initiate physical contact with students in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment (see separate paragraph regarding one-to-one situations). Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

**Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline.** Staff must read the DfE guidance on this:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Under no circumstances should physical force be used or threatened as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported and must be in line with other relevant

policies regarding pupil welfare. Any use of physical intervention with a pupil (including EYFS) is reported to parents on the same day or as soon as is reasonably practicable.

**DfE advice on physical contact states:**

“It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed pupil
- when a pupil is being congratulated or
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching to give first aid.
- Teachers’ power to use reasonable force to restrain
- to give first aid.”

## **12. Showers and Changing**

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.

Staff must be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils. Specifically, staff must:

- avoid any physical contact when pupils are in a state of undress
- avoid any visually intrusive behaviour
- where there are changing rooms not remain in the room when groups are changing
- ensure that sensitive pupils are offered the opportunity to change privately

This means that staff must never:

- change in the same place as pupils
- shower with pupils

## **13. Students in Distress**

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age - appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Where

a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior leader.

It is good practice to

- consider the way in which comfort is offered to a distressed pupil
- always tell a colleague when and how they offered comfort to a distressed pupil
- record situations which may give rise to concern.

#### **14. Behaviour Management**

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. Pupils should follow the School Rules and the Code of Conduct and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour. **Staff should carefully read the School Behaviour Management Policy.** These are located on the Policies area of the school's intranet and provide detailed guidance. **As a general rule, all sanctions must be reasonable, proportionate and in strict accordance with the governing policies described above.**

#### **15. Communications with Pupils**

Staff will be provided with a Microsoft 365 account when they join the school: a log in and a password. **Staff will only use official school-provided e-mail accounts to communicate with pupils and parents/carers, or for school-related communication.**

Teachers must not use their own personal phones to contact pupils or parents within or outside the school setting. **Staff must not give pupils their mobile phone number or call pupil mobiles except in an emergency or if previously authorised by the Head.**

Staff may be issued with a school phone where regular contact with pupils, parents or guardians is required.

**Employees of the school must not invite pupils into their own accommodation.** However, under certain circumstances it may be appropriate for boarding staff to admit pupils in to their living space. Staff in boarding accommodation should carefully read guidance in the Boarding Staff Handbook on the school intranet relating to this issue, always be mindful of Safeguarding concerns and ensure that the presence of any pupil in their living area can be justified professionally.

#### **16. Photography and Video Recordings**

Many school activities involve recording images. These may be undertaken as part of the curriculum, out of school activities, for publicity, or to celebrate achievement. **Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes.** Careful consideration should be given as to how these activities are organised and undertaken.

Using images of children for the school's publicity purposes has already had the consent of parents through the admissions process. Images should not be displayed on other websites, in publications or in a public place without additional consent.

This means that staff should:

- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid making images in one to one situations
- not have images of pupils stored on personal cameras, personal devices or home computers (see "Staff Acceptable Use of ICT Policy")
- no member of staff should use a mobile phone in Pre-Prep around the children in any circumstances except in an emergency
- not make images of students available on the internet, other than through the school network/website with permission from parents and a member of the Senior Management Team

## **17. Transporting children**

**It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.** There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

## **18. Extra-curricular activities**

**Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.**

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip. Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

## **Professionalism**

### **19. Teaching and Learning**

Staff at St Edmund's School are expected to maintain at all times the highest standards of professional conduct and act in line with the DfE's *Teacher Standards*. For reference the standards are:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities:
  - Uphold public trust in the profession and maintains high standards of ethics and behaviour, within and outside school
  - 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
  - Always act within, the statutory frameworks which set out professional duties and responsibilities

It is illegal to promote partisan political views in the teaching of any subject in the school.

### **20. Homework ("Prep")**

If a prep is scheduled, then it must be set weekly, and should be designed to last for the advertised duration. If there is no timetabled prep for you, then you should not set any work. This is to ensure that pupils have a regular, but balanced, workload throughout the week. Prep should be an integral part of the lesson planning process, and not an afterthought. The school uses My School Portal to set Prep.

## **21. Marking**

Staff are expected to mark, or otherwise assess, some work from each of their pupils each week. Deadlines need to be clearly defined in advance, and then insisted upon. Failure to meet deadlines should be met with an appropriate sanction – a lunch-time departmental detention or, for repeat offenders, a school detention. Teachers should set the example by meeting their own high standards in terms of the punctual return of assessed work to pupils. Departments are expected to have their own marking policy, but in general, and in addition to simple marks, positive and constructive comments should be offered to show the route to improvement.

## **22. Registration**

All staff must register their pupils promptly in Period 1 and Period 7. It is the responsibility of the Attendance Officer, Michelle Weatherby, to locate any unaccounted for pupils. It is expected that staff will be fully supportive of her efforts.

Staff taking pupils off of the school site on fixtures or trips are required to provide a list of pupils in advance to the Attendance Officer so accurate records can be kept.

## **23. Appearance**

In demanding high standards of pupils, staff must also set them by personal example. Teachers should **always be dressed appropriately for work in a professional environment**. Whilst of course teachers may need to adjust their dress in specific work contexts, for example in laboratories, technology rooms, for the teaching of PE or Drama, nevertheless, in public, teachers are expected to present a business-like smart appearance. Jacket and tie, with pressed trousers (not denim or cords), or a suit and tie, is the norm for men. Female staff should be correspondingly smartly dressed. Trousers are perfectly acceptable, but they should be tailored and smart rather than casual. This dress code extends to evening activities like parents' meetings, plays, concerts and lectures.

## **24. Gifts**

It is important that staff should not allow themselves to reach a position where they might be thought by others to have been influenced in making an academic or business decision



as a consequence of accepting hospitality. It is important, therefore, that the frequency and scale of hospitality accepted should not be significantly greater than the school would provide in return in similar circumstances. **All governors and staff who accept hospitality worth £20 per head or more in a single gift should have this recorded in the hospitality register held by the Head's PA.** Any hospitality provided by the school is excluded. It should be emphasised that no one concerned with tendering may accept any form of hospitality from organisations involved in the tendering during the tendering process.

## **25. Smoking and Alcohol**

The school is a no-smoking area. Neither staff nor pupils are permitted to smoke on site. Staff should not drink alcohol in the course of the working day.

## **26. Whistleblowing**

The Public Interest Disclosure Act 1998 protects employees from any victimisation by employers if they reveal any wrong-doing in the workplace and fear that they might be victimised in so doing.

Staff should read the detailed advice given in the school's Whistleblowing Policy which can be accessed at this link:

<https://www.stedmunds.org.uk/about-us/policies-inspection-reports/>

This policy is designed to ensure that employees can follow simple procedures, and to reassure everyone in the school that their concerns will be taken seriously.

Questions relating to issues which are not covered in this Code of Conduct should always be referred to a member of Senior Management. Detailed guidance in all policy areas can be found on the Policies area of the school's intranet.

EOC

V1 September 2018  
V2 September 2019  
V3 September 2020  
V4 September 2021

Signed: -----

Chairman of Governors

Date: \_\_\_\_\_

Review Date: September 2022

Appendix I



# 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.

- 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.