

**Code of Professional Conduct and Practice for
Teachers and Support Staff Policy**

Title: Code of Professional Conduct and Practice for Teachers and Support Staff
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CODE OF PROFESSIONAL CONDUCT AND PRACTICE FOR TEACHERS AND SUPPORT STAFF POLICY

1. PURPOSE, SCOPE AND STATUS OF THE CODE

- 1.1 This Code sets out the key principles of good conduct and practice for adults employed directly, or indirectly, by Warden Park Academy¹. It is intended to guide teachers' judgements and decisions and inform parents, students and the general public of the standards they can expect from our staff.
- 1.2 This Code is not a definitive or exhaustive guide; however failure to comply with the Code may lead to disciplinary action.

2. KEY PRINCIPLES – PROFESSIONALISM AND MAINTAINING TRUST IN THE PROFESSION

2.1 Teachers and Support Staff

- 2.1a base their relationship with students on trust and respect;
- 2.1b have regard to the safety and wellbeing of students in their care including a heightened awareness of the perils of Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Radicalisation of views and opinions. ;
- 2.1c work in a collaborative manner with teachers and other professionals, and develop and maintain good relationships with parents, guardians and carers;
- 2.1d act with honesty and integrity;
- 2.1e are sensitive to the need, where appropriate, for confidentiality;
- 2.1f take responsibility for maintaining the quality of their professional practice;
- 2.1g uphold public trust and confidence in the teaching profession.

3. PROFESSIONAL CONDUCT

3.1 Teachers and Support Staff base their relationship with students on trust and respect; they:

- 3.1a follow policies, procedures and guidelines on matters such as communication with students, physical student contact, behaviour management, inclusion, access and equality of opportunity;
- 3.1b conduct their relationships with students professionally and appropriately both in school and out of school; e.g. staff should refrain from excessive alcohol consumption at 'social' events such as Proms, Awards evenings etc.
- 3.1.c ensure that any communication with students is appropriate including communication via electronic media, such as e-mail, texting and social networking websites; for example it is inappropriate for staff to have

¹ See above regarding members of the Governing Body adhering to the 'spirit' of the code regarding professional approaches to their duties.

students as 'friends' on social network sites or for students to have teachers phone numbers;

- 3.1d are committed to providing equal opportunities for all students, regardless of their age, gender, sexual orientation, disability, additional learning needs, race, religion or belief.

3.2 Teachers and Support Staff have regard to the safety and wellbeing of students in their care; they:

- 3.2a comply with policies, procedures and guidelines on matters such as child protection, educational visits or trips and their own professional and personal conduct;
- 3.2b take all reasonable steps to ensure the safety and wellbeing of students under their supervision;
- 3.2c report any incident which may be perceived to breach the established boundaries between registered teachers and students;
- 3.2d contribute to the creation of a fair and inclusive school environment by addressing discrimination, stereotyping and bullying;
- 3.2e identify and address issues at all times that might impact on students' welfare.

3.3 Teachers and Support Staff work in a collaborative manner with teachers and other professionals, and develop and maintain good relationships with parents, guardians and carers; they:

- 3.3a behave professionally and with respect towards other teachers and professionals;
- 3.3b support and collaborate with teachers and other professionals in matters concerning the education of students;
- 3.3c follow policies, procedures and guidelines on communication with parents, guardians and carers, including those relating to sensitive areas such as attendance and exclusion;
- 3.3d develop and maintain good relationships between home and school, respecting the role of the parent, guardian or carer in a student's education.

3.4 Teachers and Support Staff act with honesty and integrity; they:

- 3.4a comply with policies, procedures and guidelines in respect of the use of school property, facilities, finance and ICT;
- 3.4b handle school finances and funds correctly and use school property and facilities appropriately;
- 3.4c conduct assessment and examination related tasks with integrity;
- 3.4d take care to ensure the accuracy of information prior to signing documents;

- 3.4e represent themselves, their experience, professional position and qualifications honestly.
- 3.5 **Teachers and Support Staff are sensitive to the need, where appropriate, for confidentiality; they:**
 - 3.5a ensure communications with parents, teachers and other professionals comply with policies, procedures and guidelines;
 - 3.5b keep students' personal/educational records secure;
 - 3.5c only disclose confidential discussions where it is appropriate to do so;
 - 3.5d comply with policies, procedures and guidelines regarding the disclosure of student information.

4. PROFESSIONAL PRACTICE

4.1 Teachers take responsibility for maintaining the quality of their teaching practice

Registered teachers:

- 4.1a adhere to the standards for Qualified Teacher Standards
- 4.1b maintain high standards of practice in relation to teaching and learning, classroom management, planning, monitoring, assessment and reporting;
- 4.1c keep their professional knowledge and skills up to date throughout their teaching career;
- 4.1d maintain an up-to-date knowledge of relevant guidelines and educational developments in their phase of teaching/particular role, and teaching in general;
- 4.1e reflect upon and evaluate their practice as part of their continuing professional development;
- 4.1f are open to and respond positively and constructively to feedback regarding their teaching practice;
- 4.1g seek support, advice and guidance where necessary.

5. CRIMINAL OFFENCES

5.1 Teachers and Support Staff uphold public trust and confidence in the teaching profession; they:

- 5.1a adhere to lawful standards of behaviour in a manner in keeping with their position as a member of the teaching profession, i.e. staff should never buy alcohol drinks for students at social events such as Proms;
- 5.1b do not engage or incite others to participate in any criminal activity;
- 5.1c are mindful of their position as role models to students, acknowledging that criminal behaviour may damage trust and confidence in them personally and the teaching profession as a whole;

5.1d inform their current employer or agent of any 'recordable' criminal offence.

6. STAFF DRESS AND APPEARANCE EXPECTATIONS

6.1 Dressing to reflect the professional nature of our work is essential, it indicates to our students that what we do matters to us. Casual dress could be interpreted as a casual attitude towards teaching. There is little point in setting strict standards for students if we ourselves adopt a casual approach.

What follows is our expectations of staff dress and appearance:

Teachers, Teaching Assistants, Technicians and Administration Staff

- **Men** – At the very least 'tailored' trousers (i.e. not jeans style), **shirt and tie. Jacket or suit would be good. Ties must be worn to the top of the collar.**
- **Women** – a smart outfit should be worn e.g. suit, jacket, top, skirt or trousers.
- PE staff should wear smart PE Kit or tracksuit. Corporate school clothing is ideal.
- Protective clothing should be worn when working in a practical situation. White coats or overalls will be supplied on request.
- The headteacher's discretion will apply to the expectations of staff dress of those working with the youngest children and those working with children with specific behavioural risk assessments in place.

What is unacceptable?

- Casual clothes such as jeans and jean-like trousers, T-shirts, sweatshirts, fleeces, trainers and 'flip-flop' style shoes.
- Denim and other leisure materials should not be worn.
- Consideration should be given to modesty in respect of skirt length and cut of blouse/top.
- Facial piercing.

Document Version Control

Date	Version	Comment	Ratified by	Reviewer
6.7.17	2		Board of Trustees (12.7.17)	J Morris
17.10.18	3	Minor change to clause 6.1 to clarify appropriate dress code for staff working with very young children and children with specific behavioural risk assessments in place	Board of Trustees (17.10.18)	S Davis