



STAFF CODE OF CONDUCT

Staff should make the safety and education of our pupils their first concern and are accountable for achieving the highest possible standards in work and conduct; they must act with honesty and integrity.

PART ONE PERSONAL AND PROFESSIONAL CONDUCT

Professional Values and Relationships

Staff should:

- be caring, fair and committed to the best interests of the pupils entrusted to their care and seek to motivate, inspire and celebrate effort and success
- acknowledge and respect the uniqueness, individuality and specific needs of pupils and promote their holistic development
- be committed to equality and inclusion and to respecting and accommodating diversity, including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity and socio-economic status, and any further grounds as may be referenced in equality legislation in the future
- seek to develop positive relationships with pupils, colleagues, parents, school leadership and others in the school community, that are characterised by professional integrity and judgement
- work to establish and maintain a culture of mutual trust and respect in the school
- avoid passing on personal contact details such as address or telephone numbers and should not have students as 'friends' on Facebook or any other social network site.

Professional Integrity

Staff should:

- act with honesty and integrity in all aspects of their work
- respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- represent themselves, their professional status, qualifications and experience honestly
- avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on the pupils and ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or lead them to break the law
- not undermine British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

Professional Conduct

Staff should:

- take all reasonable steps in relation to the care of pupils under their supervision, so as to ensure their safety and welfare
- work within the framework of relevant legislation and regulations
- comply with agreed national and school policies, procedures and guidelines which aim to promote pupil education and welfare and safeguarding
- report, where appropriate, incidents or matters which impact on pupil welfare

- communicate effectively with pupils, colleagues, parents, school leadership and others in the school community in a manner that is professional, collaborative and supportive and based on trust and respect
- ensure that any communication with pupils, colleagues, parents, school leadership and others is appropriate, including communication via electronic media, such as email, texting and social media sites
- ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or other format
- ensure that they do not practise while under the influence of any substance which impairs their fitness to work
- treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position
- show tolerance of and respect for the rights of others
- should be careful when taking photographs of girls in school events and images should be downloaded to the school shared area as soon as possible and removed from devices.

Low-level concerns

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a nagging doubt. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the criteria of an allegation (see Safeguarding policy). An adult working in or on behalf of the school may have acted in a way that does not meet the above expectations, including conduct outside of school, and does not meet the allegations criteria or is not considered serious enough to refer to the LADO.

Such behaviour can exist on a wide spectrum; examples could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Using inappropriate language

All concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) will be dealt with promptly and appropriately.

Recording low-level concerns

- All low-level concerns should be recorded in writing.
- The record should include details of the concern, the context in which the concern arose, and action taken.
- The names of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then this should be respected as far as possible
- Low-level concerns about a member of staff should be reported immediately to the DSL/headteacher. Where the concern is about the DSL it should be reported to the headteacher and where it is about the headteacher it should be reported to the Chair of the Governing Board.

Low-level concerns about a supply teacher or contractor should be reported as above.

The DSL/headteacher will notify the employer so that any patterns of inappropriate behaviour can be identified.

Responding to low-level concerns

- All low-level concerns will be recorded by the DSL/headteacher and stored securely and confidentially.
- If the concern has been raised by a third party the headteacher or DSL will collect as much information as possible by speaking:
 - directly to the person who has raised the concern, if not anonymous.
 - To the individual involved and any witnesses
- These records will be reviewed so that any patterns of inappropriate behaviour can be identified and dealt with.

Professional Dress Code

Staff should:

- dress in an appropriate and professional manner (see Staff Dress Code in staff handbook).

PART TWO TEACHING

Teachers must:

Have strong subject knowledge

- keep their knowledge and skills as teachers up to date
- be self-critical
- forge positive professional relationships
- work with parents in the best interests of their pupils.

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
- ensure the classroom is kept tidy with stimulating, up to date wall displays

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

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas and demonstrate a clear understanding of appropriate teaching strategies
- foster and maintain pupils' interest in their 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 early reading, demonstrate a clear understanding of systematic synthetic phonics

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 where appropriate 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)

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 and those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them

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

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

Fulfil wider professional responsibilities

- uphold the reputation and standing of the profession
- 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 active 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

Adhere to the Westfield Teaching Standards and ensure they strive to achieve the highest level of professionalism.