

TRINITY SCHOOL



STAFF CODE OF CONDUCT

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Signed: _____ (Chair of Governors)

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STAFF CODE OF CONDUCT

This Policy is intended to ensure that the Governors' Vision and Aims are delivered, as set out below:

Trinity School Vision

- Leading Excellence in SEND Provision
- Ensuring Outstanding Person-Centred Achievement
- Including Everyone in Meaningful and Safeguarded Life

PURPOSE, SCOPE AND PRINCIPLES

The Governing Body is required to set out a Code of Conduct for all school employees. The following code is recommended for adoption by the governing body.

A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe, and the school should notify staff of this code and the expectations therein. School staff are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

In addition to this policy, all staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2021' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct. The Teachers' Standards are included in the appendix.

This Code of Conduct applies equally to all staff who are employed by the school, regardless of role, grade or length of service.

This Code of Conduct should be read in conjunction with Trinity School Equal Opportunities Policy, Trinity School Safeguarding Policies, Trinity School Behaviour Policy, Trinity School Physical Intervention Policy, Trinity School Dress Code and Trinity School Charter of Children's Rights.

Employees should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action, including dismissal.

General Conduct -

Professionalism

1. Staff are expected to maintain professional levels of conduct at all times in school. This includes behavior, speech and dress.
2. Staff should avoid swearing, and vulgar or inappropriate language and conversations.
3. Staff are expected to follow the dress code at all times.
4. Staff are expected to maintain high levels on attendance. Staff must call into HR between the hours of 7.30am and 8am on each day of absence. Messages

must not be passed through other people or to staff members, unless in urgent circumstances e.g. you are hospitalized.

5. Staff must be punctual. If they are going to be late for a valid reason, they must inform HR as soon as possible.
6. Staff must follow all reasonable directions from senior leadership and line managers.
7. Staff must maintain high standards of honesty and integrity in their work. This includes, but is not limited to:
 - a. the handling and claiming of money
 - b. the reporting of accidents and incidents
 - c. the reporting of discrepancies and mistakes when administering medicines and medical procedures
 - d. the reporting of challenging behavior and use of physical interventions or emergency secure spaces
 - e. the reporting of breakage of property or facilities
8. Staff must treat school property and facilities with respect and care, ensuring it is left in a reasonable condition for others to use.
9. Staff must not take or borrow items belonging to other class groups or staff. This includes school resources and staff's own property.
10. Gifts from suppliers or associates of the school must be declared to the Headteacher, with the exception of "one off" token gifts from pupils or parents.
11. Staff must not answer or make calls, access or make texts and other messages on their mobile phones during their working hours, unless on a break or expressly agreed by their phase manager, in exceptional circumstances only. In addition, staff should ensure their mobiles are not on their person during teaching time. They must be locked away in a classroom cupboard or office.
12. All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
13. Staff should declare any conflicts of interests in line with the school policy. This includes a relationship to a member of staff, known contractor or a parent or family member of a pupil.
14. Teachers and instructors are required to meet the Teaching Standards concerning personal and professional conduct. Please see appendix one – Part Two of the Teacher Standards for further details

Health and Safety

15. Staff must follow all health and safety protocols and guidance at all times.
16. Staff have a duty to report any health and safety issues to the premises team or phase teams.
17. Staff must not engage in any behavior that presents a safety risk to pupils, staff or anyone else on the school premises.

18. Staff must ensure the security of the school site at all times, by closing doors behind them and safeguarding their fobs.
19. Staff must use the car park safely and courteously, observing speed limits and parking restrictions at all times.

Confidentially and Reporting

20. Where staff have access to confidential information about pupils or their parents/carers, staff must not reveal such information except to those colleagues who have a professional role in direct relation to the pupil. This must not be discussed generally among staff.
21. All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil (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/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.
22. However, staff have an obligation to share with a Designated Safeguarding Lead 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.
23. Employees are expected to bring to the attention of the appropriate level of management, any deficiency in the provision of service. This includes unsafe staffing levels, environments, etc.
24. Employees must report to the appropriate manager any impropriety, breach, or suspected breach of this school.

Conduct Towards Staff and Other Stakeholders -

1. Staff must follow the Trinity 'Code of Communication' at all times.
2. Staff must speak to and treat each other in a respectful manner at all times. This includes parents/carers, visitors and other professionals.
3. Staff should manage disagreements respectfully and with the aim of finding a resolution. If this cannot be done, a manager should be consulted so they can support this process.
4. Staff should not engage in or facilitate conduct that could be defined as bullying or harassment.
5. All members of the school community have a right to be treated with fairness and equity and all staff must ensure that policies relating to equality issues are complied with in addition to the requirements of the law. Staff must not engage in racist, sexist, religious, homophobic or transphobic rhetoric, commentary or behavior to other members of staff.

6. In particular, staff are reminded that discrimination against or harassment of an employee, a prospective employee, a client or member of the public, on any grounds set out in the Council's Equal Opportunities in Employment Policy will incur action under the Council's Disciplinary Procedure.
7. Staff must not engage in gossip. This includes the discussion and/or spreading of information that is personal, private, upsetting or likely to affect a person's reputation or standing within the school.
8. Staff must not discuss any conversations they have had with managers or senior leaderships about conduct or performance issues, including any matters subject to a disciplinary investigation. This could be regarding themselves or the sharing of concerns about other members of staff.
9. Staff working in teams/collaboratively should share class responsibilities fairly, within the remit of their role. This includes the fair distribution of intimate care and feeding responsibilities, and the supporting of pupils with complex or challenging behaviours.
10. Staff should work together in a way that is supportive, collaborative and always with the best interest of pupils in mind.

Conduct Towards Pupils -

General

1. Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare at all times.
2. Staff must follow reasonable instructions and comply with school policies and procedures that support the safety, well-being and development of pupils.
3. Staff must co-operate and collaborate with all colleagues and with external agencies where necessary to support the development of pupils.
4. All staff who work in school set examples of behaviour and conduct which can be copied by pupils. Staff must therefore avoid using inappropriate or offensive language or gestures.
5. All staff must demonstrate high standards of conduct in order to encourage our pupils to do the same.

Safeguarding

6. Employees must accept that our duty to safeguard children always comes first. All staff have a duty to safeguard all pupils from all forms of abuse.
7. The duty to safeguard pupils includes the duty to report concerns about a pupil to a Designated Safeguarding Lead. Staff must have an up to date knowledge of who the safeguarding leads in the school are.
8. Staff must be familiar with the school's Child Protection Policy and Whistle-blowing Procedure. These will be shared with them annually.

9. Staff must ensure high levels of effective supervision for all pupils at all times.
10. Staff must treat pupils with the highest levels of respect and dignity at all times, even when our pupils are at their most challenging.
11. Staff must not:
 - a. demean, shame or undermine pupils
 - b. mock or ridicule pupils
 - c. speak negatively about them in front of them
 - d. have favorites among pupils
 - e. subject pupils to isolation as a punishment, with the exception of emergency secure spaces where there is a risk to safety
 - f. subject pupils to physical manhandling not in line with the principles or practices of Team Teach
 - g. use fear tactics to manage behavior
 - h. withhold food or water as a form of punishment
12. Staff must follow the Behaviour Policy at all times, ensuring they adhere to the ethos and procedures expected.
13. Staff must never retaliate when hurt by a pupil. This includes wiping spit and other bodily fluids back onto a pupil.

Intimate Care

14. Staff must ensure the dignity of pupils during intimate care. This should be private and only conducted in the designated hygiene rooms.
15. Pupils should be involved in the process as much as possible for their cognitive and communicate level, e.g. asking permission to remove clothing if they can consent.
16. The intimate care policy should be followed by all staff.

Appropriate Touch

The use of touch can be an important teaching and learning strategy and may be used for the following reasons:

- **Communication** - particularly considering the developmentally early levels of pupils;
- **Educational** - for support, modelling or guidance as part of next steps in learning and transitioning;
- **Play** - play is important in development and many pupils are likely to be quite tactile and physical;
- **Therapy** - physiotherapy, OT, massage, sensory integration, TacPac;
- **Emotional support** - offering reassurance, warmth, comfort, security;
- **Sensory Integration and Regulations** – supporting dysregulated pupils with deep pressure on back, shoulders, arms, legs and head, weight and resistance, touch that pupils indicate is calming.
- **Medical Care;**

- **Physical Support** - for pupils who have physical needs and require support;
- **To protect from danger by using physical intervention in line with Trinity School policy and Team Teach principles and practice.**

We should:

- balance developmental age with age-appropriateness and professional distance;
- bear in mind the vulnerability of pupils and use thoughtful planning for those at the very earliest levels of development;
- teach pupils the kind of interaction that is not appropriate, for example sitting on an adult's lap, hugging and carrying;
- encourage pupils to sit alongside and use sideways hugs for comfort;
- not carry pupils unless it is absolutely necessary

Pupils who require a degree of closeness in order to lessen anxiety should have a 'Touch Protocol' written by their Head of School or a phase manager.

Inappropriate touch includes:

- touching of intimate areas as well as close contact that is overfriendly and does not recognise professional distance;
- touch that causes arousal or pain;
- touch that is used to bully;
- touch that is gratuitous or hidden.

Conduct Outside of School

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.
2. In particular, criminal offences that involve violence, possession or use of illegal drugs, sexual misconduct and offenses that involve minors are likely to be regarded as unacceptable.
3. Staff must declare any criminal record they have, particularly new cautions or convictions they may have acquired in between statutory DBS checks.
4. Staff must declare if they are currently being investigated by the police or by social care for any offences or issues that would bring into question their suitability to work with children. This includes, but is not limited to:
 - a. Sexual offences
 - b. Violent offences
 - c. Drug offences
 - d. Robbery/Theft/Fraud
 - e. Offences involving minors
 - f. Safeguarding issues concerning your conduct with either your own children or others.
5. Staff must exercise caution when using information technology and be aware of the risks to themselves and others.
6. Staff must not discuss or disclosure online any personal or sensitive information pertaining to pupils, their families, staff or the school.

7. Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute.
8. Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance.
9. Staff should not make any financial gains from information/data which they access at school as part of their role.
10. Staff must declare to the Headteacher in writing if they are working with our pupils or families outside of school.

Appendix 1. See Below.



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, 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
- 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.