



Code of Conduct

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Approved by: Full Governing Body, Moorland Federation

Signed by: H Jenkinson CoG 03/02/2022

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Pre-amble

(This does not form part of the Code of Conduct)

Keeping Children Safe in Education (DfE 2021) makes specific reference to Staff Codes of Conduct where it states all *“staff members should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include:*

- *the child protection policy;*
- *the staff behaviour policy (sometimes called a **code of conduct**); and*
- *the role of the designated safeguarding lead.”*

Copies of policies and a copy of part one of Keeping Children Safe in Education (DfE 2021) should be provided to staff at induction.

The document goes on to say:

84. Governing Bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

85. This should include:

- *an effective child protection policy; and*
- *a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.*

Although many schools do have "Code of Conduct Policies", others have a number of policies which when taken together could be viewed as governing staff behaviour.

OFSTED clarified their view in December 2016 and concluded that there is "no expectation that schools need to have policies relating to staff behaviour in any particular format. What is important is that schools have this covered somewhere in their policies and procedures and that all staff are aware of this. Inspectors will want to know how schools have ensured that staff know what is expected of them and may ask to see how this is covered but should not be giving the impression that this needs to be a single policy document or in the form of a code of conduct."

As a result, the "Code of Conduct" document below provides a template for individual schools to use and develop to support staff in understanding the expectations the school has of them and understanding their responsibilities. It should not be viewed as a stand-alone document, but one of a number of mechanisms to enhance understanding of expectations of staff, volunteers, management and governance and signpost members of the school community to specific responsibilities placed on them.

Schools should ensure that any policies referred to (especially under Additional Requirement) have been adopted by the Governing Body and are actively promoted to staff and made easily accessible to staff.

Code Of Conduct

1. Introduction

The school's reputation and the trust and confidence of the community in its integrity is of vital importance. It must discharge its day to day responsibilities with openness and honesty. This code of conduct is presented to assist staff employed in the school and volunteers (including governors) in carrying out their day to day responsibilities in accordance with legal requirements placed upon them and any policies adopted by the school.

2. Status of the Code of Conduct

This Code of Conduct applies to all employees of the school and those individuals volunteering within the school. Throughout the document, reference is made to employees referring or reporting issues to the Executive Head Teacher/ Head of School/Chair of Governors. Where the employee is the Executive Head Teacher they should refer or report issues to the Chair of Governors.

3. General

Employees and volunteers of the school should remember their responsibilities to the local community and adopt a courteous, high quality, efficient and impartial approach to all groups and individuals with whom they come into contact in the course of their work. Such courtesy and efficiency should be shown to all people with whom employees and volunteers deal remembering that all opportunities need to be taken to enhance the reputation of the school whether locally, nationally, or internationally.

Employees and volunteers of the school must carry out their duties objectively, professionally, to the best of their ability and in an impartial manner. Employees and volunteers of the school are entitled to expect that no other colleague or governor will seek to pressure or persuade them to carry out their duties in any other way. Where it is alleged that such action has taken place, the Head Teacher and Chair of Governors will investigate the allegation if requested to do so.

There may be occasions when employees, carrying out their duties for the school, find themselves at odds with national government advice or guidance. In such circumstances, it is particularly important that they are seen to behave with complete objectivity and impartiality obtaining managerial and professional advice and guidance where appropriate. They are entitled to expect to receive the unequivocal support of senior managers in so doing.

As a general rule of thumb, employees and volunteers at the school should act in accordance with three key guiding principles:

- Ensure that their conduct complies with these standards, the spirit of these standards, the school's policies and the law.
- Ensure that their conduct is never influenced by personal gain.
- Ensure that their conduct could not give any reasonable person cause to question their motives.

4. Confidentiality & Openness

As employees and volunteers of the school, individuals may be privy to information which is confidential. Any express or implied responsibility to keep information confidential should be respected by employees and volunteers and there should be awareness that such responsibility might arise from the nature of the information itself, e.g. child protection disclosure. It will, however, be extremely rare that employees and volunteers will be unable to share confidences with either the Head Teacher or the Chair of Governors.

Employees and volunteers should not use information obtained in the course of their time at the school for personal gain or benefit, nor should they pass it on to others who might use it in such a way. When employees and volunteers are acquainted with confidential information belonging to the school, they must not disclose that information to any person not authorised to receive it unless such material must by law be made available to specific parties e.g. in child protection cases to the Local Authority Designated Officer (LADO), Police or Social Services and disclosure of financial information to Internal or External Auditors.

5. Relationships

Mutual respect between governors and staff is essential to good school management. Close personal familiarity between individual governors and employees should be avoided wherever possible, as it can be detrimental to the relationship and prove embarrassing to other governors and employees.

Employees and governors will ensure that appointments are made on the basis of merit and in accordance with the school's policies and procedures. Merit is determined on the basis of matching the chosen candidate with a job specification and ignoring all other extraneous considerations, e.g. close personal relationships with governors or other employees. Employees in the course of their duties should not be involved in the appointment, pay adjustment, approval of expenses, promotion or discipline of partners, relatives or close friends.

Close personal relationships between employees and/or governors should not be permitted to influence decisions made and must be declared at the earliest opportunity.

Section 16 of The Sexual Offences Act 2003 provides that it is an offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. Employees and volunteers working within a school would be deemed to be in a position of trust and must conduct themselves in accordance with the statutory requirements of the guidance "Keeping Children Safe In Education" (DfE 2021) and must not engage in a staff/pupil relationship that extends beyond the professional requirements of their role in any circumstance. Employees and volunteers at the school are required to adhere to the school's safeguarding and child protection policies.

It should be noted that communicating with pupils who attend the school over social media could be viewed as developing / attempting to develop an inappropriate relationship. As such specific regard should be given to the school's ICT Acceptable User & Social Media Policy. As a general rule staff and volunteers should not engage in communication with pupils of the school over Social Media unless explicitly agreed by the school and for the purpose of fulfilling their professional duties. Any communication should remain professional in nature. If staff are unsure of the appropriateness of any communication, they should discuss this with the Head Teacher.

Relationships with contractors or potential contractors who are engaged or may be engaged to carry out work at the school should be made known and in the case of governors, an interest declared to the Head Teacher or Chair of Governors in accordance with the legal requirements in respect of declaring financial interest.

6. Political Neutrality

All employees and volunteers of the school are required to be politically neutral and must not allow their own personal or political opinions to interfere with the way in which they carry out their work or duty to implement the policies.

Under the Education (No 2) Act 1986 the Governing Body and the Head Teacher are required to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

7. Personal Interests

Employees must declare to the Head Teacher and/or Chair of Governors financial and any other interests that they consider could bring about direct conflicts with the school's interests, including membership of any organisation not open to the public which requires of members any form of commitment or allegiance and which has secrecy about rules and membership or conduct.

8. Other Employment

The Governing Body will not unreasonably stop employees from undertaking additional employment, but such employment must not, in the view of the Governing Body, conflict with or act in a way which is detrimental to the school's interest or have the effect of weakening public confidence in the proper conduct of the school.

The Head Teacher and Governing Body expect that all staff employed in the school will give full commitment to the school whilst employed there and will not take up other employment which may directly impact on their ability to fulfil their contractual requirements.

9. Gifts & Hospitality

A potential source of conflict between private and public interests is the offer of gifts, hospitality or benefits in kind to employees in connection with their official duties.

Apart from the exceptions listed below, an employee or volunteer of the school should refuse any personal gift offered to him or her or to any family member by any person or organisation who is involved with the school. Any such offer should be reported to the Head Teacher or to the Chair of Governors if the offer is to the Head Teacher.

The exceptions are:

- gifts of a token value often given at Christmas time such as diaries, confectionery, calendars, pens etc. or by children at Christmas or the end of an academic/term year or after a particular event;
- gifts of a promotional nature on the conclusion of any courtesy visit to/by a business or organisation of a sort normally given by that firm.

Employees should only accept offers of hospitality including invitations to functions, meals and site visits if there is a genuine need to impart or receive information or represent the school and/or the community, e.g. careers events. Offers to attend social or sporting functions at another's expense should be accepted only when these are part of the life of

the community or where the school should be seen to be represented perhaps including occasions when a genuine business benefit may be obtained by the school as a result. Such visits should be properly authorised by the full Governing Body and recorded on a maintained register e.g. Log Book, Governing Body minutes and must not be excessive in the context of the occasion or the justification for attendance. If an employee is in any doubt about the propriety of accepting a gift, advice should be sought from the Head Teacher or Chair of Governors.

Employees of the school should not accept significant personal gifts, services or other benefits from contractors and service providers such as drink, cars, holidays, tickets etc. Where unsolicited gifts are received, they should be drawn to the attention of the Head Teacher or Chair of Governors who will keep a record of circumstances.

As well as receiving gifts, staff and volunteers should also be aware of the potential issues in relation to providing gifts to children. In normal circumstances gifts should not be given to individual children as this could, unintentionally, be viewed as extending or attempting to extend a relationship beyond the professional requirements of the role. As such, if you feel a gift is appropriate, explicit agreement should be gained from the Head Teacher with regards to the reason and nature of any gift.

10. Equal Opportunities

The school is committed to ensuring equal opportunities in employment and provision of education and believes that an effective equal opportunities policy is an essential means of increasing the value of its personnel by developing the potential of all its individual employees. The school's equal opportunities policy is designed to ensure that no employee or job applicant should receive less favourable treatment than another because of a protected characteristic as defined by the Equality Act 2010 i.e. age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, religion or belief, sex or sexual orientation. All employees and volunteers must comply with both the spirit and letter of the Equality Act and the school's equal opportunities policy and treat all members of the public and work colleagues with respect and fairness.

Employees and volunteers should be fully aware of the school's commitment to equal opportunities and the employment of disabled persons.

Employees should note that the following acts may be unlawful as well as constituting misconduct liable to disciplinary action (which could in some cases include summary dismissal):

1. Discriminating improperly in the course of their employment against members of the public, clients, stakeholders, fellow employees, job applicants or in respect of job transfer or promotion applications, because of a protected characteristic as listed above.

2. Instructing, causing or inducing, or attempting to induce, staff, volunteers and governors to practice unlawful discrimination.
3. Verbal or physical harassment of a nature that is offensive to the victim.
4. Victimising individuals who have made allegations or complaints of discrimination or harassment or who have provided information about such discrimination or harassment.

For its part, the school will investigate any allegation of discrimination or harassment and will take action as appropriate.

11. Health & Safety

The school (and the Local Authority where the LA is the employer) share a legal obligation to protect the health, safety and welfare at work of all its employees and others in the workplace. Equally, employees should at all times be aware of and fulfil their legal responsibility to protect their own and others health, safety and welfare at work. This legal obligation is supported by the school's health and safety policy.

12. Post-Employment

The duty of fidelity which each employee owes to the school and which requires an employee to act in an honest fashion and not in a manner which will harm the school may, in certain respects, continue following the end of the employee's employment. For example, even though they are no longer employed by the school, a former employee must not disclose confidential information which belongs to the school.

Certain employees may have access to intellectual property (such as copyright and materials which belong to the school). An employee might even have contributed to the creation of that intellectual property during a period of employment. However, where part or whole of that property belongs to the school it cannot be used by a former employee for any purpose without the agreement of the school as appropriate.

13. Additional Requirement

Although this code of conduct highlights overall expectations, staff are also expected to be aware of, and adhere to, other key legislation, professional standards, policies, procedures and guidance in order to effectively carry out their duties during the course of their employment. Of particular importance we would highlight the following documents and advise staff and volunteers to familiarise themselves with them where appropriate to their role:

Moorland Federation Details of expectations

Moorland Federation Introduction

This code of conduct reflects the unique position of trust and influence we hold within our community. We are proud to be a significant force in developing a knowledgeable, creative, productive, sustainable and democratic society. We recognise this in our relationships with the children, the families, our colleagues and members of the wider community. We accept that by working within our school and with our school that this responsibility extends beyond the working day and term time, our staff and governors are ambassadors for our values all the time. We strive to work *and* live by our values. It is expected that all staff behave in a manner which does not bring the school or the Moorland Federation into disrepute.

The key values that underpin our work are:

Integrity, Kindness, Respect and Responsibility.

Working with Children and Families

Section 1: Values & Responsibility

Integrity

We demonstrate our integrity by:

Adhering to the children protection and school policies in full

- Always acting in the best interests of the pupils and school, we ask ourselves: **'Is it in the best of interest of the children?'**
- Maintaining a professional relationship with the pupils and their parents or carers/families
- Acting in ways that model the behaviours we wish to develop in our pupils with our interactions with all stakeholders
- Retaining an appropriate sense of humour in the face of difficulties aiding a calm and caring approach seeking resolution and positive outcomes for all
- Keeping calm and solution focussed by being honest about needing a reflective break, additional support or advice and professionally seeking these where necessary
- Not disclosing inappropriate information to pupils and/or their families; maintaining appropriate and professional confidentiality at **all** times in all interactions with pupils and families at all times (not just during working hours- we are ambassadors **all** the time and must adhere to the expectations of professionals working in education both in and out of work)
- Positively promoting our school, our school values and priorities
- Ensuring all communications are honest and truthful and accurate
- Acting with professionalism at all times, including on social media
- Not using social media or other unprotected forms of communication for any professional discourse unless specifically agreed with senior leaders

Kindness

We demonstrate our kindness by:

Adhering to the children protection and school policies in full

- Modelling the nurturing practices which underpin our ethos for working with children and families
- Remain non-judgmental and optimistic in our relationships with our pupils and families seeking positive resolutions
- Forgiving and understanding others by continuing to learn and grow ourselves
- Keeping a fully inclusive approach in every aspect of our work both in our attitude and approach
- Liaising effectively with other agencies to illicit timely and appropriate support for children and families
- Not acting in ways which alienate or isolate pupils and/ or their families
- Seeking opportunities to engage everyone positively in school life
- Listening effectively to all stakeholders to continue a cycle of improvement
- Celebrating success inclusively

Respect

We demonstrate our respect by:

Adhering to the children protection and school policies in full

- Acting with care and compassion
- Respecting personal boundaries both those physical and emotional, spiritual; understanding and respecting the privacy of others
- Treating everyone fairly and impartially
- Remembering that children learn from who we are, as well as what we say. That our actions, behaviours, attitudes and language are always as important as what we say and teach in the classroom
- Acknowledging parents and carers as partners in the education of their children
- Always striving, both within the school and the wider community, to remain courteous, professional and respectful – even in difficult circumstances
- Holding our colleagues in high regard when communicating with pupils and families demonstrated through or attitudes and actions, including an understanding of professional inference
- Ensuring that, if a problem arises, we will seek a resolution through respect and understanding, including ensuring that confidentiality is maintained as appropriate
- Holding discussions about pupils and families only in appropriate professional forums with appropriate levels of confidentiality maintained
- Listening to students and families, give time
- Adhering to the computer "Code of Conduct for Staff"

Responsibility

We demonstrate our responsibility by:

Abiding by all school policies and following correct procedures.

- **Keeping abreast of and following risk assessments and guidance issued by the school with regard to Covid-19**
- **Ensuring that full responsibility is taken for Safeguarding: 'Every member of staff has responsibility for safeguarding.' Being conversant with the school's Safeguarding policy and protocols.**
- **Being mindful of Child Protection issues if we need to be alone with a child- consider: what is an appropriate space to use, should we have another adult with us, do we need to be alone with the child, are we creating a 'favourites' scenario**
- **Do not give individual treats or gifts and do not ask children to keep secrets- this behaviour will be reported and dealt with using the child protection and safeguarding policy, procedures and protocol**
- **Avoiding giving the impression of favouritism or creating a 'special' relationship.**
- **Understanding that we are ethically bound to report all instances of disclosed or suspected abuse (this includes concerns relating to radicalisation) to the Designated Safeguarding Lead- Naomi Philp in her absence, Kate McEntee/ Helen Hickman/ Louise Collins who will follow school protocols. LADO, Local Authority Designated Officer- is Anthony Goble with CSC on 0300 123 2224**
- **Following the procedures in the school's 'Whistle-blowing' policy if we have concerns about a colleague's inappropriate behaviour with children as contacting the LADO when appropriate. 'We are a school that does report.'**
- Providing quality teaching for all pupils
- Providing a safe learning environment and making safe decisions at all levels of our work to adjust and maintain high standards of safety for all
- Conscientiously preparing and assessing pupils work – in line with policies such as the marking and feedback policy. Demonstrating pupils progress with neat workbooks that are adhering to our whole school training and policies.
- Maintaining and developing our professional practice through on-going professional development, both those courses presented to us by the establishment and by seeking our own.
- Ensuring that full responsibility is taken for the challenge, support and wellbeing of pupils identified with SEND: 'Every member of staff/ teacher is a teacher of SEND.'
- Adhering to the School's Quality Assurance Policy/ Teaching and Learning policies and Staff Handbook.
- Actively teaching, valuing and nurturing social, emotional, moral, spiritual, social skills.

- Appreciating the impact of our roles, the power of the educationalists voice- consider thoughtfully the impact on the self concept and the mental health and wellbeing of all our pupils and families
- Actively teaching British Values, Wellbeing, Religious Education, Citizenship and Eco schools curriculums to ensure that 'the whole child' is educated and enabled to become a positive member of our society.
- Working cooperatively with colleagues in the best interests of the children, utilising the 'open door' policy and approachability of senior leaders to seek solutions where there may be a problem: **'We catch each other when we fall, so that no one fails.'**
- Never using physical discipline, whatever the circumstances. To act in complete compliance with our Behaviour Policy and 'Team Teach' training.
- Always using affirming positive language and never sarcasm and/or ridicule.
- Ensuring we are sensitive to, and respectful of, cultures, religions and family traditions that are different to our own;
- Always enabling access to equal opportunities for all, in complete compliance with our Equalities Policy and the Equalities Act.
- Understanding and appreciating equity alongside equality.
- Listening to our pupils, both through strategic and informal channels.
- Taking responsibility for our own wellbeing by maintaining a work/life balance and actively seeking support from senior leaders and other agencies if needed.
- Fulfilling our obligations of good attendance and punctuality.

Working with Colleagues and other Professionals

Integrity

We demonstrate our integrity by:

Adhering to the children protection and school policies in full

- Always acting in the best interests of pupils with our communications with all professional bodies and colleagues
- Maintaining a professional relationship with colleagues and other professionals
- Behaving in ways that model the behaviours we wish to see in others
- Retaining an appropriate sense of humour in the face of difficulties aiding a calm and caring approach seeking resolution and positive outcomes for all
- Not disclosing inappropriate or unnecessary information; maintaining appropriate and professional confidentiality at all times in all interactions with colleagues and other professionals
- Positively promoting our school values and priorities through our interactions and actions
- Ensuring all communications are honest and truthful and accurate
- Acting with professionalism at all times, including on any social media forums
- Not using social media or other unprotected forms of communication for any professional discourse unless specifically agreed with senior leaders

Kindness

We demonstrate our kindness by:

Adhering to the children protection and school policies in full

- Modelling the nurturing practices which underpin our ethos for working with children and families
- Remain non-judgmental and optimistic in our relationships
- Forgiving and understanding others by continuing to learn and grow ourselves
- Keeping a fully inclusive approach in every aspect of our work both in our attitude and approach, understanding equity and well as equality
- Seeking opportunities to engage everyone positively in school life
- Not acting in ways which exclude, dismiss, alienate or isolate colleagues
- Listening effectively to all professionals and colleagues to continue a cycle of improvement
- Celebrating success inclusively
- Appropriately support training of new staff and those new to the profession, and/or those undertaking a new role. We understand and appreciate our responsibility to education as a whole.

Respect

We demonstrate our respect by:

Adhering to the children protection and school policies in full

- Ensuring communications are professional at all times; if verbal communications become emotional colleagues are expected to remove themselves and only return to the discourse once they are calm and able to respond professionally. Bullying and intimidating behaviours are not tolerated
- Respecting the boundaries and expectations where staff have both a professional role and also a personal investment in the school, such as a member of staff who has children/ grand children at the school
- Negative and or dismissive communications that stall cohesive developments are to be avoided, concerns and genuine queries should be addressed appropriately and professionally
- Respecting the lines of leadership and responsibility, such as line management, middle and senior leadership, other responsibilities and governance should occur
- Acting with care and compassion
- Respecting personal boundaries; those physical, emotional and spiritual; in addition: understanding and respecting the right to privacy
- Where communications fall outside of working hours it is understood that no member of staff should be expected to respond to emails, or phone calls, or other communications outside of contracted hours, this is at each member of staff's discretion
- Not participating in negative conversations, if a problem has arisen, this is to be dealt with openly, directly and honestly involving line management support appropriately: considering the phrase; **'if I feel the need to moan about something, it probably needs resolving appropriately and professionally; moaning doesn't actually resolve the issue'**
- Treating everyone fairly and impartially, how we would want to be treated
- Having learning conversations and aiding a community that loves learning and appreciates mistakes are a part of learning and part of leading to success

- Not engaging in covetous behaviours
- Sharing our resources appropriately and seeking sustainable ways in which to work collaboratively
- Remembering that children learn from who we are, as well as what we say. That our actions, behaviours, attitudes and language are always, as important as what we say and teach in the classroom
- Acknowledging other professionals as partners in the education of our pupils, including the pre and prior phases of education- **'we are all part of the pupils pathway to adulthood and as such all share the responsibility to work collaboratively for the benefit of the children in our care'**
- Always striving, both within the school and the wider community, to remain courteous, professional and respectful – even in difficult circumstances
- Holding our colleagues and our school in high regard when communicating with pupils and families and other professionals- demonstrated through our language, attitudes and actions, including an understanding of professional inference
- Ensuring that, if a problem arises, we will seek a resolution through respect and understanding utilising the professional pathways such as line management to support a positive resolution, this includes ensuring that confidentiality is maintained as appropriate
- Holding discussions about work, colleagues, pupils and families only in appropriate professional forums with appropriate levels of confidentiality maintained
- Listening to each other- give time
- Adhering to the computer "Code of Conduct for Staff"

Responsibility

We demonstrate our responsibility by:

Abiding by all school policies and following correct procedures.

- **Ensuring that full responsibility is taken for Safeguarding: 'Every member of staff has responsibility for safeguarding.'** Being conversant with the school's Safeguarding policy and protocols.
- **Being mindful of Child Protection issues if we need to be alone with a child.**
- **Avoiding giving the impression of favouritism, treating colleagues fairly**
- **Understanding that we are ethically bound to report all instances of disclosed or suspected abuse (this includes concerns relating to radicalisation) to the Designated Safeguarding Lead- Naomi Philp in her absence, Kate McEntee/ Helen Hickman/ Louise Collins who will follow school protocols. LADO, Local Authority Designated Officer- is Anthony Goble with CSC on 0300 123 2224**
- **Following the procedures in the school's 'Whistle-blowing' policy if we have concerns about a colleague's inappropriate behaviour with children as contacting the LADO when appropriate. 'We are a school that does report.'**
- Providing quality teaching for all pupils

- Providing a safe learning environment and making safe decisions at all levels of our work to adjust and maintain high standards of safety for all, this includes reporting near misses
- Conscientiously preparing and assessing pupils work – in line with policies such as the marking and feedback policy. Demonstrating pupils progress with neat workbooks that are adhering to our whole school training and policies. This includes moderating with colleagues appropriately.
- Planning with colleagues and engaging with team activities to enhance the educational provision and our own learning and development as appropriate and directed
- Maintaining and developing our professional practice through on-going professional development, both those courses presented to us by the establishment and by seeking our own.
- Ensuring that full responsibility is taken for the challenge, support and wellbeing of pupils identified with SEND: **'Every member of staff/ teacher is a teacher of SEND.'**
- Adhering to the School's Quality Assurance Policy/ Teaching and Learning policies and Staff Handbook.
- Actively teaching, valuing and nurturing social, emotional, moral, spiritual, social skills
- Engage appropriately with coaching, mentoring and supervision to care for our own mental health and wellbeing
- Actively teaching British Values, Wellbeing, Religious Education, Citizenship and Eco schools curriculums to ensure that 'the whole child' is educated and enabled to become a positive member of our society.
- Working cooperatively with colleagues in the best interests of the children, utilising the 'open door' policy and approachability of senior leaders to seek solutions where there may be a problem: **'We catch each other when we fall, so that no one fails.'**
- Appropriately support others training, as new colleagues, new to the profession and those undertaking new roles.
- Never using physical discipline, whatever the circumstances. To act in complete compliance with our Behaviour Policy and 'Team Teach' training.
- Always using affirming language and never sarcasm and/or ridicule.
- Ensuring we are sensitive to, and respectful of, cultures, religions and family traditions that are different to our own;
- Always enabling access to equal opportunities for all, in complete compliance with our Equalities Policy and the Equalities Act. **'Everyone matters: equality and equity are understood'**
- Taking responsibility for our own wellbeing by maintaining a work/life balance and actively seeking support from senior leaders and other agencies if needed.
- Fulfilling our obligations of good attendance and punctuality.

Summary Key Phrases and questions at the heart of our school ethos:

Safeguarding:

It could happen here!

Every member of staff is responsible for safeguarding.

We are a school that reports.

Inclusion & Equality:

Every teacher is a teacher of SEND

Is it in the best interests of the children?

Everyone matters: equality and equity are understood. Inclusion is at our heart.

Quality:

How good could this be?

How sustainable can we make this?

We are all part of the pupils' pathway to adulthood and as such all share the responsibility to work collaboratively for the benefit of the children in our care.

We catch each other when we fall, so no one fails

Section 1b: Social Media

The school does not endorse the use of any social media for any discussions relating to the schools or Federation, pupils, families or any professional dialogue. Staff must not use social media to communicate about school/ work life at all. If staff wish to communicate via social media they must seek written permission from senior leaders prior to any communications occurring.

*To keep kind and professionalism conduct in all written communications: **'Would I say this to the person, and if not- should I write it?'** in addition consider the inference, as all written communication (as with verbal) should be seeking positive resolution and actions. If in doubt consult with line managers prior to sending.*

Section 2: Dunster First School Computer Code of Conduct for Staff

Aims: Dunster First School wishes to ensure that the computing environment is:

- Safe
- Secure
- Operating within the Data Protection Act & GDPR
- Operating within the Copyright Laws
- Operating within the Computer Misuse Regulations
- Operating within Health and Safety Regulations
- Not used in any way, legally or illegally, which will harm the reputation of the school.

Important points to note relating to: General Use

- It is important to cover every possibility of computer use and abuse in this Code of Conduct, and the spirit of this Code of Conduct will be applied to all novel situations. The Code of Conduct may be amended from time to time, but the latest version will always apply.
- All staff are responsible for their own actions when using computers.

- Dunster First School maintains ownership of all files on the network and reserves the right to monitor, audit and delete (where appropriate) any and all files on the network.
- Any user abusing the computer system may result in disciplinary action, which may include summary dismissal for gross misconduct.
- Although this Code of Conduct focuses primarily on the use of computers it also applies to other digital devices such as mobile phones, PDAs, cameras and the like.

Important points to note relating to: Data Protection

In school we often work with documents containing people's personal information (anything identifying an individual such as name and address) and often sensitive information (for example, detailing physical or mental health needs). All staff have the responsibility to ensure personal and sensitive information is kept safe and suitably secure:

- Lock away, for example in a drawer or cabinet, any documents containing personal or sensitive information when they are not in use. Do not leave them on your desk.
- Do not leave personal records in your vehicle.
- Report any personal information that you think has been lost or stolen.
- Always destroy and dispose of unwanted or outdated personal data.
- Always lock your computer screen when it's unattended.
- Never send personal data to your home email account or use your home email account to send personal data to work.
- Do not use USB keys, without encryption, when dealing with data of a personal and sensitive nature, where possible use remote access.
- Make yourself aware of the school's data protection guidance.
- Adhere to the seven golden rules for information sharing to keep pupils safe.

Staff should also familiarise themselves with how to protect children from inappropriate use of the internet.

Additional Information

All staff at Dunster First School will be expected to read this Code of Conduct.

The term 'staff' applies to all of the following:

- Full time teaching staff
- Part time teaching staff
- Teaching staff on a fixed-term contract
- Trainee teachers on teaching practice
- Full time support staff
- Part time support staff
- Support staff on a fixed-term contract
- Community tutors employed to teach out of hours clubs
- Peri teachers
- Youth workers using school facilities
- Volunteers
- Any other adult user not included above

Governors are not included as 'staff' and operate their own code of conduct for the Moorland Federation, however sections do refer to governors.

The following section of this code of conduct is taken directly from the Code of Conduct and Practice for Registered Teachers drawn up by the General Teachers Council. Following a meeting of the Governors, it was agreed that this code of conduct would be applicable to all members of staff and that all volunteers working within school would also be made aware of it.

Conduct Relating to Pupils and Partners in Education

Members of staff may be guilty of unacceptable professional conduct

Where they:

- Seriously demean or undermine pupils, their parents, carers or colleagues, or act towards them in a manner which is discriminatory in relation to gender, marital status, religion, belief, colour, race, ethnicity, class, sexual orientation, disability or age

Where they fail to:

- Take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare
- Comply with relevant statutory provisions, which support the well-being and development of pupils, including where these require co-operation and collaboration with a range of agencies, as well as colleagues and other adults
- Observe confidentiality in a manner consistent with legal requirements

- Comply with requirements of statutory bodies relating to the examination, assessment and evaluation of pupil achievement and attainment

Other Conduct

Members of Staff may be guilty of unacceptable professional conduct

Where they fail to:

- Maintain appropriate standards of honesty and integrity in management and administrative duties, including in the use of school property and finance

Where they:

- Misuse or misrepresent their professional position, qualifications or experience
- Otherwise bring the reputation and standing of Dunster First School into serious disrepute

I have read, understand and am able to work within, Moorland Federation School's Code of Conduct and the Computer Code of Conduct.

Signed:	Date:
Name (please print):	

This form to be retained in personnel files.

Alternatively a register may be kept from staff training which is signed and dated.

Keeping Children Safe in Education (DfE 2021) – All staff and volunteers must have at least read Section 1 of this document:

Child Protection Policy

Confidential Reporting Code (Whistleblowing)

Equal Opportunities Policy

Health & Safety Policy

National Standards of Excellence for Head Teachers

Teachers' Standards

Professional Standards for Teaching Assistants (Non-Mandatory, Non-Statutory)

Governance Handbook

ICT Acceptable User & Social Media Policy

Dignity at Work Code of Practice

Individual schools should ensure any policies listed above have been adopted by the Governing Body and all staff and volunteers are made aware of them and have easy access to them.