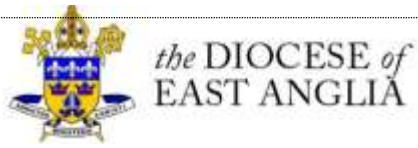


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St Alban's Catholic High School



Staff Code of Conduct Policy

Approved by Staffing Committee: 10 May 2021

Recommission Date: May 2023

Section 1 Introduction

1.1 As a faith based community we have understandably high expectations of all our students and staff. These are rooted in Gospel values and in the wider responsibility towards the 'Learning, Respecting and Caring' environment which we seek to form. Professional standards ensure that this is maintained. The highest standards of professional behaviour set the tone for the school environment, helping to offer consistency and protection for those that work here. It is a contractual requirement that all staff do not do anything detrimental or prejudicial to the Catholic Life of the school and the school confirms that this is understood at interview.

1.2 Further specific guidance on expectations can also be found in the Staff Handbook, Safeguarding Policy, Social Media Policy and the ICT Policy for example. All teaching staff should be familiar with and operate in accordance with the requirements of the Teacher Standards (see Annex 1). All staff must read and understand Part 1 of the 'Keeping children safe in education' document. The welfare of pupils is paramount.

1.3 Both teaching and support staff at St. Alban's are expected to be role models for young people and all staff need to be professional. The following guidelines make clear the expectations at St. Alban's and staff have a duty to adhere to them. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

1.4 This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is inappropriate or inadvisable.

Section 2 Day to Day

2.1 Punctuality

All staff whose contracted hours permit should attend morning briefings at 8.40am. Staff need to be on time for changeover of lessons and all duties. Lateness can result in health and safety risks connected to adequate supervision. Staff must inform the duty team leader in advance if they are going to be absent or late for their duty. Wherever possible they should arrange to swap duties with another colleague. Any staff leaving the site during the school day should followed agreed procedure and sign out and back in at reception. Staff must not leave the premises in cars between 3.15pm and 3.30pm for safety reasons.

2.2 Planning and Preparation

Staff should ensure they are up to date with information and should check emails, SIMS information, staff trays and briefing notices to ensure they are aware of situations and events that will affect them. Form tutors must check tutor trays and ensure that notices are read out to students daily.

2.3 Participation

In accordance with directed time staff are required to attend all relevant meetings including Parents' evenings and Open Evenings and engage in the CPPD programme. Support staff are also encouraged to participate fully in school life beyond the classroom.

2.4 Professionalism

Staff are expected to behave professionally at all times, both inside and outside of school. Staff are also expected to:

- Maintain professional boundaries with students;
- Adhere to other school policies such as the school Social Media Policy
- Use appropriate channels to raise concerns about students or other staff (e.g. through normal management channels, Safeguarding or Whistleblowing Policy);
- Follow online safety guidelines;
- Take responsibility for accessing help and support should it be needed;
- Meet the requirements as specified by relevant examination bodies;
- Avoid actions which undermine the school, staff, students or parents (this includes outside the workplace);
- Follow the correct procedures and due diligence for dealing with all matters relating to finance;
- The School recommends that all staff become a member of a Professional Association. The support and guidance they give, alongside professional development, is valuable.

(There are now explicitly stated expectations of personal and professional conduct that make up Part 2 of the Teachers' Standards. These are detailed in Annex 1).

Section 3 Student Interaction

3.1 In day-to-day dealings with students, all staff must be careful to avoid putting themselves at risk, or worse, open to accusation. Staff should work, and be seen to work in an open and transparent way. The following are by way of example:

- Staff should work in an open environment where possible. If staff are in a one to one meeting or interview with a student, they should keep the door open where possible or ensure that there is clear visual access;
- If a student is to be searched e.g. school bag/pocket search, this must be sanctioned by a senior member of staff having consulted DfE guidelines. It is advisable that a member of staff of the same sex as the student should do this in the presence of a senior member of staff.
- Staff should maintain a professional distance with students and should not allow students to become over familiar. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation of and harm to vulnerable young people;
- Staff should not communicate with students on social network sites other than those governed by the school. No 'friending', 'linking', 'liking', 'joining' or 'following' must take place;
- Staff should adhere to the school Social Media Policy and take note of the guidance given by the Safer Recruitment consortium in the "Guidance for safer working practice for those working with children and young people in education settings" (April 2020) –
- Staff should normally take photos or make recordings of students using school devices. ICT have cameras available for this purpose. Only in exceptional cases should staff use a personal device and if this happens the images should be put onto the school secure system as soon as possible and removed from the personal device;

- It is an offence to have a sexual relationship with any student and this will be seen as constituting gross misconduct;
- Staff should seek to avoid confrontation with students and always try to diffuse the situation. They should not shout in an aggressive manner specifically designed to humiliate a student. This is not to say that shouting per se will not happen in school. Shouting can be a legitimate vehicle to have an appropriate impact. Staff should call for support if they need it, in line with the 'on-call' school procedures;
- It is a requirement that staff who privately tutor students should inform the Headteacher of the names of any students who are on roll at the school in case there are any pertinent issues of which they need to be aware;
- Staff should avoid doing other work on the school premises e.g. staff who are examiners should avoid marking papers and this is also stipulated by exam board providers;
- Staff should not give out their personal contact details to students or parents/carers in their capacity as an employee. School mobiles are available to be used to contact parents during trips and Emergency contact numbers should be school mobile numbers.
- If, in exceptional circumstances, staff are required to drive a student in their car, they must:
 - Ensure that their insurance covers them for Business Use;
 - Obtain parental/carer permission in written form if possible;
 - Keep conversation professional;
 - Seat students in the back of the car where possible;
 - Ensure seat belts are worn at all times;
 - Normally be accompanied by another member of staff.

Section 4 Representing the Standards of the School

4.1 The school has clear expectations of pupils and expectations that staff enforce school standards. In some situations it is hard to enforce the rules if staff do not apply them to themselves. How staff present themselves, their appearance, body language, actions and use of language sets an example to the students e.g.

- Use mobile phones for personal use within the student environment and must not conduct social contact whilst teaching or supervising;
- Use inappropriate language in either oral or written form;

4.2 Dress Code: Staff should ensure they wear the appropriate security badge at all times. Staff are expected to dress in smart business attire, or clothing suitable for their role in school. Please see full dress code below in Annex

4.3 An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute so it is important to exercise due care and attention when outside of the school environment e.g. staff should exercise good digital citizenship.

4.4 Staff should be aware of the school's policy regarding arrangements for the declaration of gifts received and given. Staff need to take care that they do not accept any gift that might be construed as wrongdoing by others, or lead the giver to expect preferential treatment.

There are occasions when students or parents wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. The school has a gifts and hospitality policy.

Section 5 In Summary

5.1 Clearly it is impossible to cover every eventuality. Common sense, professionalism and proportionate approaches should maintain the most appropriate environment for young people to learn within. It is hoped that when staff do not adhere to expectations inadvertently, that a steer or guidance from a colleague will be sufficient to set matters right. Staff need to be aware that issues relating to Professional Standards, if unaddressed, could in some circumstances, lead to implementation of the Capability or Disciplinary policy.

If staff have any concerns, please discuss these with a senior member of staff.

Whistleblowing is the mechanism by which staff can make a disclosure in the public interest, made in good faith, without fear of repercussion. Please refer to the school Whistle Blowing Policy.

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Signed by Joanna McCall Chair of Governors:

Date:

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ANNEX 1 : 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.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

ANNEX 2 : Staff dress code

The Teaching profession is a formal and professional vocation that encompasses both teaching and support staff. A staff dress code should reflect expected professional standards as it is important that all school staff project a professional image to students, parents/carers and other stakeholders. This dress code reflects the high expectations of the school in terms of teaching and learning, behaviour and student uniform to:

- Convey a professional image of both our school and the individual;
- Have due regard to health and safety considerations for staff;
- Ensure staff and student dress codes are in-line with the school policy.

Implementation of the Dress Code

This dress code is designed to guide managers and staff on the school standards of dress and appearance. School expectations are that appearance should be professional at all times both when in school and also when acting as a representative of the school at external venues.

This dress code is not exhaustive in defining acceptable and unacceptable standards of dress and appearance and staff must use common sense in adhering to the principles underpinning the dress code.

The school recognises the diversity of cultures, religions and disabilities of its staff and will take a sensitive approach when this affects dress requirements. However, priority will be given to health and safety and security considerations. Risk Assessments will take place as appropriate.

Scope

This dress code applies to all adults in school, for the purposes of this code the term staff includes those on secondment, supply agency staff, governors, contractors and volunteers.

Responsibilities

Staff

Staff are individually responsible for their general presentation, appearance and personal hygiene and should consider how this may be perceived by others. This means that all staff should wear clothing which:

- Is appropriate to their role;
- Is not likely to be viewed as offensive, revealing or sexually provocative;
- Is absent of any political or otherwise contentious slogans;
- Is not considered to be discriminatory and is culturally sensitive;
- Does not place themselves or others at risk and complies with any health and safety requirements.

Staff are responsible for following this dress code and should understand how it relates to their working environment and health and safety.

Leaders/Managers

Managers are responsible for ensuring that the dress code is adhered to at all times in respect of the staff they manage. Managers should make new staff aware of the dress code and its requirements during the recruitment process and should re-iterate this as part of induction.

Acceptable Clothing

Examples of acceptable clothing include a combination of;

- Appropriate length skirts (i.e. around knee length) or trousers
- Blouses/shirts (long or short sleeve)
- Smart plain tops
- Jumpers, jackets, dresses, business suits, ties

Non-acceptable Clothing

- Mini-skirts
- Lycra cycling shorts, leggings or footless tights
- Leisure shorts unless for PE or sports
- Tracksuits unless for PE or sports
- Trainers unless for PE or sports
- See through or skin-tight clothing
- Clothing with tears, holes and rips or that is not clean
- Low cut T-Shirts or blouses
- Vest tops
- Crop tops
- Offensive badges, emblems or logos on clothes
- Beach style sandals or flip flops
- Underwear should not be visible
- Denim

Exceptions

It is recognised that there may be specific occasions where the usual dress code would not be appropriate e.g. outdoor/adventure visits and in these circumstances guidance will be provided.

Certain exceptions to the dress code may be role specific, for example caretakers may wear boiler suits and cleaners may wear overalls etc.

Footwear

Footwear must be safe, sensible, in good repair and be smart and clean. Staff should have regard to health and safety considerations as in an emergency situation; they may be required to move swiftly. School will accept no responsibility for injuries incurred as a result of staff wearing inappropriate footwear.

Certain roles may require staff to wear protective footwear. These staff must wear the appropriate footwear and if they are uncertain they should seek guidance from their Line Manager.

Tattoos

Visible tattoos are to be discouraged and where present must not be offensive to others. Where they are deemed to be offensive or inappropriate they must be appropriately covered.

Jewellery and Piercing

Jewellery must be discreet and appropriate and must not be a health and safety hazard. Jewellery/piercings must be removed where they are a risk to health and safety or where their appearance may be inappropriate in school. During PE lessons, jewellery should be removed, covered or taped up where necessary. Facial piercings are not permitted.

Hair

Hair and beards should not compromise health and safety. Long hair should be tied back when handling food. Beards should be neatly trimmed, unless this reflects the individual's religion in which case it must be tidy.

Religious Dress

Religious dress is permitted subject to health and safety and communication considerations. The Hijaab if worn, must allow the wearer's face to be visible in order to facilitate communication with the students and other staff and governors and to ensure that employees are identifiable.

Public Sector Equality Duty (PSED)

The Equality Act 2010 aims to ensure that people have equality of opportunity in accessing and experiencing public services. School will have regard to the following:

- Eliminating discrimination;
- Advancing equality of opportunity and
- Fostering good relations across all characteristics.

School will not discriminate against staff on grounds of disability, gender, race, religion or belief, sex and sexual orientation, gender reassignment or pregnancy.

This dress code has been developed with the PSED in mind and school will be mindful of members of staffs protected characteristics when applying and interpreting this dress code.