

Code of Conduct Policy



Hockerill
Anglo-European College
SAFEGUARDING

Staff Code of Conduct Policy

Governor Committee: **Full Governors**

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STAFF CODE OF CONDUCT

This policy has been adapted from the HfL Education (formerly Herts for Learning) Model Staff Code of Conduct Policy for Schools. HfL have consulted on this policy with Professional Associations and/or Trade Unions.

The model policy was issued in September 2022 and is due for review in September 2023. This Policy was approved by Trustees at the Full Governing Body Meeting in June 2023 and is effective from September 2023.

This policy is available in the staff common room, staff desktop and upon request from the College Office.

Within this policy document reference is made to the Designated Safeguarding Lead (DSL) – this includes the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads.

Furthermore, any references to 'staff' within this policy includes all volunteers and contractors as well as staff employed by the College.

As an education setting the College is responsible for ensuring that all students attending are protected from harm.

The College uses the definition of 'pupil', (but uses the term 'student') as defined under the Education Act 1996:

- (1) In this Act "pupil" means a person for whom education is being provided at a school, other than—
- (a) a person who has attained the age of 19 for whom further education is being provided, or
 - (b) a person for whom part-time education suitable to the requirements of persons of any age over compulsory school age is being provided.

Any references 'child', 'children', 'young person' within this policy are considered to be our students and the 'pupil' definition (above) covers them.

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1. MISSION STATEMENT

Inspiring knowledgeable, enquiring, caring global citizens through excellence in education.

2. EQUALITY STATEMENT

The Governors and staff at Hockerill Anglo-European College (Hockerill or the College) are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community.

3. LINKED POLICIES

Safeguarding Policies

This policy is one of a suite of College safeguarding policies, all of which are in place to protect and promote the welfare of our students.

- Attendance
- Behaviour
- Child Protection
- Complaints
- Countering Bullying
- Curriculum
- First aid
- Health and Safety
- Online Safety
- Out of College Trips and Procedures
- Safer Recruitment
- Special Educational Needs and Disability
- Staff Code of Conduct
- Substance Use and Misuse
- Supporting Students with Medical Conditions
- Whistle Blowing

Other notable Policies include

- Staff Disciplinary Policy

This policy has been updated to comply with the latest version of the DfE statutory guidance for schools and Colleges document 'Keeping Children Safe in Education'

4. INTRODUCTION

This Code of Conduct is designed to give clear guidance on the standards of behaviour that all College employees and those acting on behalf of the College are expected to observe. All 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 students within the College.

This Code of Conduct applies to all volunteers and contractors as well as staff employed by the College. This policy does not form part of any employee's contract of employment, and it may be amended at any time.

In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment are required to adhere to the 'Teachers' Standards 2012' (Appendix 1), in particular relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct. The College considers

the expectations set out in Part 2 to be adopted by all staff, volunteers and contractors.

This Code of Conduct helps all staff, volunteers and contractors to understand what behaviour is and is not acceptable, and regard should also be given to the disciplinary rules set out in the College's Disciplinary Policy. Staff should be aware that a failure to comply with the Code of Conduct could result in disciplinary action including but not limited to dismissal.

Where this policy requires an employee to disclose matters from their personal life the College will consider the circumstances and context of each matter before determining whether any further action is required.

5. PRINCIPLES

All staff are expected to familiarise themselves and comply with all College policies and procedures.

Staff must not undermine fundamental British* values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**At Hockerill we support these values but recognise that they are not exclusive to Britain and are applicable to all members of our diverse community.*

All staff must attend work in accordance with their contract of employment and associated terms and conditions in relation to hours, days of work and holidays.

Setting an Example

All staff set examples of behaviour and conduct which can be copied by students. Therefore, all staff must:

- avoid using inappropriate or offensive language at all times
- demonstrate high standards of conduct in order to encourage our students to do the same
- avoid putting themselves at risk of allegations of abusive or unprofessional conduct

6. SAFEGUARDING STUDENTS

Staff have a duty to have regard to Keeping Children Safe in Education (KCSIE) throughout their employment and abide by the duties placed upon them within this.

Staff have a duty to safeguard students from physical abuse, sexual abuse, emotional abuse and neglect.

The duty to safeguard students includes the duty to report concerns about a student or a member of staff.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, this is to be referred to the Principal. This includes allegations reported or made by a student, parent or member of the public. If the Principal is not available staff should contact the Vice Principal / Designated Safeguarding Lead.

Where the Principal is the subject of an allegation, safeguarding concern or low-level concern this to be referred to the Chair of Governors.

- The Principal is
Mr David Woods
woods@hockerill.com
- The Chair of Governors is:
Mr John Stenhouse
stenhousej@hockerill.com or
clerktogovernors@hockerill.com

Concerns about students should be reported to the Designated Safeguarding Leads:

- The Designated Safeguarding Lead is:
Samuel Carroll
Assistant Principal (Director of Boarding)
carrolls@hockerill.com
- The Deputy Designated Safeguarding Leads are:
Jonathan Ellams
Assistant Principal
ellamsj@hockerill.com

Alasdair Mackenzie
Vice Principal
mackenziea@hockerill.com

Clare Mackinlay
Deputy Designated Safeguarding Lead and Pastoral Manager
mackinlayc@hockerill.com

Lucy Tinnirello
Head of Student Health and Wellbeing
tinnirello@hockerill.com

Staff are expected to read the Child Protection Policy annually.

The following section from the College's Child Protection Policy is particularly relevant when reporting concerns about staff:

- Section 14
'Managing Allegations About Staff'

Also see 'Low Level Concerns' below.

Staff should treat students with respect and dignity and must not seriously demean or undermine students, their parents or carers, or colleagues.

Staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing, or humiliating students, discriminating against or favouring students.

Staff must take reasonable care of students under their supervision with the aim of ensuring their safety and welfare.

Staff should be aware that the management of any safeguarding concerns are dealt with in accordance with the latest statutory guidance as detailed in Keeping Children Safe in Education and includes any allegations that meet the 'harm' test and / or allegations considered to be low level concerns. (i.e. those which do not meet the 'harm' test).

7. LOW LEVEL CONCERNS

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the 'harm' test threshold.

A low-level concern is any concern that an adult working in or on behalf of the College may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO).

Examples of such behaviour could include, but are not limited to:

- being over friendly with students
- having favourites
- taking photographs of students on their mobile phone
- engaging with a student on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, this is to be referred to the Principal. This includes allegations reported or made by a student, parent or member of the public. If the Principal is not available staff should contact the Vice Principal.

Where the Principal is the subject of an allegation or safeguarding concern, this to be referred to the Chair of Governors.

Low level concerns must be reported. Staff can report a concern by:

- Informing the Principal directly or informing the Chair / Vice Chair of Governors (if the concern is about the Principal)
- Informing the Vice Principal (in the absence of the Principal)

8. RELATIONSHIPS

Staff must declare any relationships that they may have with students, staff, clients, contractors supplies or parents outside of the College. This may include mutual membership of social groups, tutoring, and / or family connections.

Existing or new personal relationships at work between colleagues should be declared to the Line Manager where there is a potential for this to impact upon the work of either person (for example: a risk of allegations of bias or conflict of interest). The Line Manager will treat declarations in confidence.

Staff should not assume that the College are aware of any of the connections described above and should complete the MS Form which is available to them on the Staff Desktop.

9. RELATIONSHIPS WITH STUDENTS AND FORMER STUDENTS

Relationships with students (in this case any child on roll for that academic year) must be professional at all times. Physical relationships with students are not permitted and may lead to a criminal conviction.

Encouraging a relationship to develop in a way which may lead to a sexual relationship, or any other inappropriate relationship will be viewed as a grave breach of trust.

Contact with students must be via College authorised mechanisms and solely for educational purposes. At no time should a personal telephone number, text, email addresses or communication routes via personal accounts on social media platforms, be used to communicate with students. There are exceptions for certain boarding staff who may be required to have contact details for students. These staff members will be directly contacted and informed by a member of the Senior Leadership Team.

If contacted by a student by an inappropriate route, staff should report the contact to their Line Manager immediately.

Behaviour giving rise to concern should also be reported which includes students seeking affection, being sexually provocative or exhibiting overly familiar behaviour.

Staff should be aware that any relationships with former students may be subject to scrutiny if there are concerns about when and how the relationship developed, especially in respect of any power imbalance.

10. STUDENT DEVELOPMENT

Staff must comply with all College policies and procedures that support the wellbeing and development of students.

Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of students.

Staff must follow reasonable instructions that support the development of students.

11. HONESTY AND INTEGRITY

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of College property and facilities.

All staff must comply with the Bribery Act 2010. A person may be found guilty of an offence of bribery under this act if they:

- offer, promise or give financial advantage or other advantage to someone
- if they request, agree or accept, or receive a bribe from another person.

If you believe that a person has failed to comply with the Bribery Act, you should refer to the College's Whistleblowing Policy.

Gifts from suppliers or associates of the College must be declared to the Line Manager / Principal, with the exception of one off "token" gifts from students or parents. A record will be kept of all gifts over £25 received.

Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted and may lead to disciplinary action.

Staff must not act on behalf of the College unless they have the authority to do so.

Professional references from the College will be provided by the relevant person with delegated authority.

References or endorsements on social media given by other members of staff must be clear that they are provided in a personal capacity.

12. CONDUCT OUTSIDE OF WORK

Staff must not engage in conduct outside work which could seriously damage the reputation of the College or the employee's own reputation or the reputation of other members of the College's community.

In accordance with Keeping Children Safe in Education, any conduct or behaviour that indicates an employee may not be suitable to work with children including such behaviour outside of the workplace which may or may not involve children is likely to be regarded as unacceptable.

For example, should a member of staff be involved in domestic violence at home and no children were involved, the College will need to consider what triggered these actions and question whether a child in the College could trigger the same reaction and therefore be put at risk.

In addition, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable where it brings into question an employee's suitability or ability to do their role / work in an educational setting.

Staff may undertake work outside the College, either paid or voluntary, provided that it does not conflict with the interests of the College, nor be to a level which may contravene the working time regulations or affect an individual's work performance in the College. It is recommended that permission is sought in advance.

- staff must disclose any work outside the College or outside business interests where there is a potential conflict of interests with their employment at the College

- if any allegation of wrong doing occurs in a staff member's work outside the College (whether or not they deny this) which may have a bearing on their employment, they must disclose this immediately to the Principal or their Line Manager.

Forming inappropriate relationships or friendships with children or young people who are students at another school will be viewed as inappropriate and impact upon the College's ability to trust the member of staff to maintain professional boundaries with students at the College.

Any work-related social event is considered to be an extension of the workplace and as such the standards of behaviour expected at these events is in line with this policy.

13. E-SAFETY AND INTERNET USE

Staff must exercise caution at all times both inside and outside of work when using information technology. Staff should be aware of the risks to themselves and others.

Staff must not engage in inappropriate use of social media sites which may bring themselves, the College, the College's community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

Staff should exercise caution in their use of all social media use. This includes creating, endorsing, liking, posting, retweeting, sharing direct messaging or sending any statements, photo's, videos, audios or messages. This also includes speaking and/or lip syncing to other creators' content and any music used. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.

Contact with students should only made via the use of College email accounts or telephone equipment when appropriate and strictly for educational reasons.

Photographs or video footage of students should only be taken using College equipment, for purposes authorised by the College. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the College's procedures on College equipment.

Further details on this can be found in the Online Safety Policy and Acceptable Use Agreement.

14. CONFIDENTIALITY

Where staff have access to confidential information about students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the student.

All staff may at some point witness actions or events which need to be confidential.

For example, where a student is bullied by another student (or by a member of staff), once reported through the appropriate College procedure, it must not be discussed outside the College, including with other staff, students, parents or carers, in the College except with the appropriate member of staff to deal with the matter.

Staff have an obligation to share with the Designated Safeguarding Lead or the Principal any information which gives rise to concern about the safety or welfare of a student. Staff must not promise a student that they will not act on information that they are told by the student.

Staff are not allowed to make any comment to the media about the College, its performance, governance, students or parents without written approval. Any media queries should be directed to the Principal or designated person.

15. DRESS AND APPEARANCE

All staff must dress in a manner that is appropriate to their role and promote a professional image, not wearing casual clothing although consideration will be given to boarding staff, particularly over evenings and weekends.

Staff should dress in a manner that is absent from political or other contentious slogans. If clothing has wording or pictures on it, this should not be offensive. Footwear should not pose a health and safety risk. Where employees are transitioning to live in the gender with which they identify, the College will apply and adapt this code sensitively and flexibly.

The College understand that there may be circumstances that make it difficult for some employees to follow a code (for example, if an employee has a disability or is experiencing certain menopausal symptoms). If this is the case, the College will discuss with the employee how we can support the employee and make reasonable adjustments where possible.

The College has the final say on whether clothing and appearance is appropriate.

16. COMPLIANCE

All staff will be required to confirm that they have read, understood and agreed to comply with the Staff Code of Conduct.

This is required on an annual basis and / or each time the Staff Code of Conduct is amended.

Appendix 1

Teachers Standards



Department
for Education

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.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

