



# PROFESSIONAL BEHAVIOUR FOR TEACHERS AND OTHER ADULTS WORKING IN SCHOOL – CODE OF CONDUCT

Recommended by: Staff and Student Committee	
Date: Jan 2019	
Approved by the Full Governing Body	
Signed: <i>J. Marshall</i>	
Next review due: Jan 2020	

*Broadoak Mathematics and Computing College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

This code designed to give clear guidelines on the standards of behaviour all staff and adults who work with Broadoak students. These people are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the students in the school. It should be read in conjunction with Guidance for Safer Working Practice for Adults working with Children and Young People.

The new standards for teachers came into force on 1 September 2012. They replace the previous standards for qualified teacher status (QTS) and the core professional standards.

We expect all staff and volunteers who work with students at Broadoak to be mindful of these procedures

In September 2011, the Department for Education (DfE) published guidance for schools to help prepare for the introduction of the standards. It explains:

*'The new standards will apply to all teachers regardless of their career stage, and define the minimum level of practice expected of teachers from the point of being awarded QTS onwards'*

**Staff also need to be aware of the potential impact on them of not following the guidelines.**

### **Teachers' Professional Standards; 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.

These guidelines have been drawn up to help staff understand the implications for them, in school, of the Code. Staff should recognise adult/student boundaries and the negative impact that breaches of these boundaries have upon students and the confidence of the public. This includes the relationships formed between adults and students and language used.

### **Professional responsibilities of the teacher/adults who work with students:**

All staff should:

- Aim to be a positive role model to students and aim to motivate every student to maximise their abilities, ambitions and academic potential.
- Promote appropriate professional behaviour, language and appearance and through behaviour and with colleagues.
- Maintain an up to date knowledge and understanding of, and implement and comply with the requirements of safer working practices and other relevant guidance procedures as they apply in the Academy.
- Raise through appropriate channels (members of the SLMT) any concerns if the behaviour of any colleague falls short of safeguarding or appropriately professional standards.

### **Professional responsibilities towards students:**

All staff should:

- Treat students fairly, equally and with respect and without discrimination.
- Treat sensitive, personal information about students with respect and confidentiality and not disclose it unless for professional purposes.
- Be truthful, honest and fair in relation to information you provide about students.
- Not be influenced by views about the lifestyle, culture, disability, beliefs, colour, gender, language, sexuality or age of students, parents, carers and other adults.
- Display a sensitive and positive attitude towards differences amongst students and identify and respond appropriately to students who have barriers to their learning, seeking advice where appropriate.
- Identify and respond appropriately to indicators of students' well-being and welfare being adversely affected including bullying, harassment and discrimination.
- Have high expectations of students and provide realistic challenges for students.

### **With regard to relationships with students staff/volunteers should:**

- Appreciate that the onus is on the adult, not the student, to distance him/herself from any potentially inappropriate situation
- Avoid physical contact with, or remarks towards, a student that could be construed as sexual in nature, regardless of the age or apparent consent of the student.
- In the presence of students, avoid 'banter' with colleagues which may be construed as personal, demeaning and inappropriate.
- Avoid physical contact with, or remarks towards, a student that could be construed as enforcing unwarranted control, chastisement or bullying.
- Not attempt to establish any contact with a student outside normal teaching parameters by means which might include:

- *Recognise that certain behaviours could be considered ‘grooming’ (described by the NSPCC as “a conscious, purposeful, and carefully planned approach used by the offender to gain access to the child, gain the child’s trust and compliance”). These could include:*
  - Communication of a personal nature
  - Engaging in inappropriate dialogue through the internet eg through the use of Social Networking sites, such as Facebook.
  - Sending emails or texts to students of an inappropriate or personal nature. Electronic communication should be limited to a professional context and should, as far as possible, make use of school, rather than personal, systems.
  - Receiving emails or texts from students of an inappropriate or personal nature without alerting senior colleagues
  - Singling students out for extra attention in and out of class

To prevent students behaving inappropriately towards staff it is important not to give students any personal information e.g. phone number, address, or personal email address of any member of staff/volunteer.

### **As an adult working with young people:**

- Do not discuss private and personal relationships with students except where this arises beneficially in the curriculum or in a specific pastoral setting.
- Maintain an appropriate balance between formality and informality when dealing with students.
- Take care to avoid becoming overly involved in students’ personal affairs. As far as possible make use of the pastoral structures that exist in the school to support students.
- Be aware of the potential dangers of being alone with a student in a private or isolated situation. Use common sense and professional judgement to avoid circumstances which could be perceived to be of an inappropriate nature. Maintain these same professional standards beyond the school setting, e.g. on educational activities and visits
- Avoid any physical contact with students except where it may be necessary to demonstrate an exercise e.g. in PE. Staff should never touch a student who has indicated that contact would be unwelcome
- Not by any means make, view or access illegal or inappropriate images of children
- Behave appropriately with regard to professional status as one seen as a role model for the young and a figure of authority and trust. This requires staff to be honest and to act with integrity and not to engage in criminal behaviour likely to undermine the status of the profession or impeach the reputation of the school.
- Take care to keep a professional relationship with former students, particularly if they have friends or siblings still in school.

### **School trips:**

These have an important part to play in Academy life and can greatly enrich the educational experience of students taking part. When on a school trip staff should:

- Have a full knowledge and comply with the procedures and guidelines laid down by the Academy including the requirements of Health and Safety guidelines.
- Be mindful of the need to maintain a healthy and appropriate balance between formality and informality and avoid situations which are or could be reasonably perceived to be of an inappropriate nature

### **Professionalism towards colleagues and parents:**

- Work in a collegiate and professional manner with colleagues and other professionals.
- Treat all colleagues fairly and with respect, without discrimination.
- Avoid undermining a colleague by remarks which may be perceived as malicious, unfounded or unprofessional. This is particularly important when in contact with parents or students.
- Guard against inappropriate banter or practical jokes which could be perceived as being of an unprofessional, salacious, discriminatory or harassing nature.
- Discuss any issues that arise with colleagues in a considered, measured and entirely professional manner. This should be done privately.
- Engage and work positively with parents in an open and respectful way, not prejudiced by views about their lifestyle, culture, disability, beliefs, colour, gender, language, sexuality or age.
- In dealings with parents avoid being drawn into inappropriate discussions or divulging confidential information about other students, colleagues or the school.
- Appreciate that a parental meeting is a two way process and as such you should listen to and take into account the views expressed.
- Encourage the involvement of parents in their child's education and learning, welcoming them as active participants in the life of the Academy, working in partnership with us.

### **In order to avoid allegations, staff and volunteers are advised of the following:**

- Instances of being alone with one student should be avoided. Where this is necessary, staff should avoid being out of sight of other colleagues, leave the door open where possible. Ensure that someone else knows that the conversation will be taking place etc
- Physical intervention should be avoided. However, if physical restraint of a student is necessary – to prevent harm to another student, to the student him/herself or to property - minimal force should be used. A written report should be submitted following the incident.
- Where possible one should ensure that another adult/student is present when administering first aid (unless a medical professional)
- Where any physical contact could be misconstrued, a written report should always be submitted
- To avoid using any language and comments that
  - would be unacceptable from a student or adult
  - would be inappropriate in a professional setting
  - would be embarrassing having to justify to a parent
  - reinforces stereotyping
  - could be interpreted as demeaning
  - could be interpreted as harassing or bullying
- Anything written down should be regarded as a potentially public document the utmost care must be taken not to write, including in an email, anything that is derogatory of students and their parents/carers nor of any other people connected with the school.