



Staff Code of Conduct Policy for 2022-2023

Coordinator	Anna Feltham
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Date policy considered by External Solicitor	N/A
Agreed by LT on	19 th July 2022
Does this policy need to be agreed by Governors? If yes, which committee?	Yes Resources
Agreed by Governors on	15 th June 2022
This policy is communicated by the following means:	
Governors	Governor consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on Sharepoint. Exerts in staff planner and reference in induction handbook. Consultation with NEU rep. Signed annually by all staff.
Parents	Academy website
Students	Academy website

Contents

1. Overview	2
2. Personal Conduct.....	2
3. Equality and Diversity	2
4. Presentation	2
5. Dress Code	2
6. Punctuality.....	3
7. Planning and Preparation.....	3
8. Professionalism.....	3
9. Safeguarding.....	3
10. Absence without authorised leave (AWOL).....	5
11. Compliance with Academy Instructions.....	5
12. Use of the Academy's Materials, Property or Resources	5
13. Political Impartiality	5
14. Secondary employment	6
Appendix 1 – Teachers' Standards	7

This code of conduct is intended as a general guide/reminder of the expectations of all staff. Lists detailed are not exhaustive. It is expected that behaviours that are clearly unprofessional are not seen from staff, even if not expressly detailed in this document.

Staff are reminded of the need to adhere to the expected standards of professionalism and behaviour when working remotely. A separate Remote Working (67) policy is available.



1. Overview

At Clapton Girls' Academy, we maintain high expectations of our students and staff. All academy staff are role models for our students and need to be consistent in their adherence to academy expectations. Further guidance on expectations of staff can be found in the following policies:

- Child Protection, Safeguarding Children and Promoting Welfare (no. 14)
- Online Safety and Acceptable Use Agreement for Students (no. 26)
- Promoting Equality (no.29)
- Email and Internet Usage Policy and Guidelines for Staff (no. 55)
- Behaviour for Learning (no. 34)
- Challenging Bullying (no.28)
- Cover (no.84)
- Mobile phones (no.61)
- Whistleblowing (no. 70)
- Gifts and Hospitality (no.69)
- Remote Working (no.67)
- Managing Staff Sickness Absence (no.44)
- Leave of Absence (no.35)
- TOIL (no.13)

2. Personal Conduct

Staff must perform their duties to the highest possible standards, with honesty, integrity and impartiality and be accountable for their own actions. Staff are expected to treat others with respect, fairness and dignity and should always model the academy CAIR (Compassion, Ambition, Integrity and Resilience) values.

3. Equality and Diversity

At CGA, we continually strive to improve how we support, reflect and celebrate the diverse communities represented in our school. We believe it is essential that students and staff can learn and work in a fair, safe, inclusive environment. We are committed to being a truly anti-racist school by ensuring that there are absolutely no racist views or actions in any aspects of our lives together as a school community. Students and staff are actively encouraged to speak up if they have concerns about any aspect of the academy's approach to equality and diversity. (See Promoting Equality - policy 29)

4. Presentation

How staff present themselves, their appearance, body language, actions and use of language sets an example for students. We have high expectations of staff and expect them to role model expectations for students. **When visible to students or parents, staff should not** chew gum, use mobile phones, eat or drink in corridors/and or carry hot drinks in student areas (unless in a travel mug with a lid).

5. Dress Code

Staff are expected to role model expectations about uniform/professional dress for students by adhering to a smart, professional, and safe dress code during term time. Staff must not wear jeans, shorts, overly short skirts/dresses, or trainers. Staff should not wear coats, hats or other outdoor wear whilst teaching or in student areas of the academy (unless on duty outside). It is acknowledged that specialist clothing is required for particular subjects, activities and situations e.g. PE/sporting activities.



6. Punctuality

- Staff, whose contracted hours permit doing so, must attend Monday morning briefings at 8.30am.
- Teaching staff also attend weekly 8.35am faculty or year team briefings on a Thursday.
- On all other days, teaching staff must be onsite and ready to start work by 8.40am.
- Staff must ensure they are on time for duties and lesson changeover.
- Staff must inform the duty team leader in advance, if they are going to be absent or late for any duty and should arrange a swap with another colleague.
- If running late for work, staff must call the cover manager before 7.15am. Where possible, staff should also contact their Head of Faculty and Year. If they are unable to let their HOF/HOY know they should ask the cover manager to do so.

7. Planning and Preparation

Staff must keep up to date with information and should check emails, SIMS information, staff, and student notices by 8.40am each day to ensure they are aware of situations and events that will affect them and/or their tutor and/or teaching group(s).

Staff should ensure that pigeonholes are checked and cleared regularly.

Tutors must ensure that all relevant communication, including daily Student Notices, are shared with their tutor group every day.

In event of absence, staff must ensure that all procedures for arranging cover are followed. (See Cover policy No.84)

8. Professionalism

Staff are expected to behave professionally at all times. This includes both in and out of school. There are explicitly stated expectations of personal and professional conduct that make up Part 1 and 2 of the Teachers' Standards (see appendix 1). In addition to meeting these standards, staff are expected to:

- Maintain professional boundaries with students.
- Use appropriate and professional language in all interactions with students, parents and colleagues whether verbally, in email or in other written formats.
- Always follow the academy behaviour policy (see policy 34).
- Use appropriate channels to raise concerns about students or other staff (See policies 14 and 70).
- Follow online safety guidelines (see policies 26 and 55).
- Meet the requirements as specified by relevant examination bodies.
- Avoid actions, which undermine the academy, staff, students or parents (this includes outside the workplace and through on-line activity).
- Follow the correct procedures for dealing with all matters relating to finance.
- Report any concerns about the professional conduct of other staff to the Headteacher.

9. Safeguarding

Safeguarding is the responsibility of all staff. Staff must ensure that they are familiar with our safeguarding systems and procedures as outlined in the Child Protection, Safeguarding Children and Promoting Welfare policy (no.14). Staff must prioritise the safeguarding needs of students, including by challenging, reporting and working to prevent bullying.



Staff are responsible for ensuring they have read the most recent versions of the following documents, taking an 'it can happen here' approach:

- 'Guidance on Safer Working Practice for Adults who work with Children and Young People in Education Settings
- Part 1 and relevant annexes of 'Keeping Children Safe In Education'
- The academy Child Protection, Safeguarding Children and Promoting Welfare (no.14) and Whistleblowing (no. 70) policies
- Challenging Bullying (no.28)

Staff must follow the guidance outlined in all Child Protection, GDPR, risk assessment and Health & Safety training or updates and are required to undergo annual safeguarding training as a minimum.

Staff must ensure that:

- They always wear their name badge and lanyard while at work.
- If they forget their lanyard, they report to main reception or HR immediately.
- They use InVentry to sign in and out when arriving, leaving and returning to the site.
- Any visitors they invite into the academy adhere to all safeguarding procedures.
- If they see unaccompanied visitors wearing red lanyards or without a lanyard, they must escort them to main reception.
- If they encounter any external visitors that are asking to meet with students (including members of the police force), staff must ask the visitor to wait in main reception and share this request with the receptionist so that they can contact a member of the Leadership Team.
- They **never** give their lanyards, ID or any academy keys to students or visitors.
- Any Year 12 or 13 students not wearing academy lanyards are challenged and reported to the sixth form team
- Accurate registers are taken on SIMs in the first 15 minutes of all lessons.

All staff must be aware that only the Headteacher has the authority to agree to members of the police force (beyond the academy Safer Schools Partnership Officer) meeting with students.

Day-to-day dealings with students

In day-to-day dealings with students, all staff must be careful to avoid putting themselves at risk. For example:

- Staff should work in an open environment where possible. If 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. Viewing panels should not be obstructed.
- Staff should maintain a professional distance with students and should not allow students to become over familiar.
- Staff should only buy students rewards or prizes that are in line with the academy's rewards policy and must not buy students personal gifts or presents.
- If a staff member is concerned that a student's belongings need to be searched for a banned item, they must contact a member of Leadership Team. Members of staff outside the Leadership Team must not search students. (See policy 34 for more information).



- Staff are not allowed to communicate with students on social network sites other than those approved by the school. No 'friending', 'linking', 'joining' or 'following' must take place with any student on roll at the academy or until a student is over 18 and no longer on roll as a student at the academy.
- It is an offence to have a sexual relationship with any student up to the age of 18 and this will be a serious breach of conduct leading to dismissal. Even though technically legal beyond 18, such a relationship could be viewed as inappropriate, a serious breach of professional trust and an abuse of a position of responsibility and power. **The behaviour itself does not necessarily have to be illegal to breach this trust.**
- Staff should never photograph or film students using their personal devices/mobile phones. Academy cameras must be used on all school trips.
- Staff should never give out their personal contact details to students or parents. Academy mobiles should be used to contact parents during trips and emergency contact numbers should be academy mobile numbers only.
- In cases of emergency or where it may be necessary for a member of staff to use their own mobile phone if an academy phone is unavailable, the staff member must withhold their number.

Staff must not:

- Seriously demean or undermine students, their parents or colleagues or act towards them in a manner, which is discriminatory.
- Misuse or misrepresent their professional position, qualifications or experience.
- Bring the reputation and the standing of their profession or the academy into disrepute.

Staff must inform the Headteacher immediately if they are issued with any criminal conviction, caution, reprimand or final warning or are the subject of a police investigation during their employment at the academy.

10. Absence without authorised leave (AWOL)

Staff are required to adhere to the relevant policies (see policies 13, 35 and 44) when requesting authorised time off from work.

Abuse of time off including absence without authorised leave (AWOL) or, for example, requesting leave for false reasons, will be taken very seriously by the academy and will be dealt with in accordance with the academy's disciplinary procedures.

11. Compliance with Academy Instructions

The academy expects all employees to comply with lawful written and oral instruction unless to do so would result in a health and safety risk.

12. Use of the Academy's Materials, Property or Resources

Staff must ensure that academy funds entrusted to them are used in a responsible and lawful manner. Staff should not make personal use of any academy property, facilities, equipment, materials, vehicles or resources unless properly authorised to do so.

13. Political Impartiality

Political impartiality is important within and beyond the curriculum. All staff have a responsibility to ensure that they act appropriately in terms of their behaviour, the views they express and the use of school resources, at all times. Staff can discuss political



issues with students, and their interest and engagement in these should be encouraged. However, staff should not promote partisan political views to students, or encourage them to participate in specific political activity, including protests

14. Secondary employment

All staff can take up additional employment beyond the academy provided this does not present a conflict of interest or adversely affect their employment at the academy or the reputation of the academy. However, all staff must inform the Headteacher of any other employment that they undertake so that the academy can ensure that the Working Time Regulations (1998) are adhered to.

Staff need to be aware that failure to adhere to Professional Standards could prompt implementation of the Disciplinary and Capability policy.

I confirm that I have read, understand and agree to abide by the Clapton Girls' Academy Staff Code of Conduct.

Signed:

Print name: **Date:**

From September 2021, staff will confirm having read, understood and agreed to abide by this Staff Code of Conduct by completing an electronic JotForm. Staff can choose to keep a signed hard copy of this document for their own records.



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.