

Code of Conduct

May 2019



THE JO RICHARDSON

SUCCESS FOR ALL

COMMUNITY SCHOOL

ACHIEVE

This Code of Conduct provides a guide for staff and visitors at The Jo Richardson Community School.

This includes teaching and non-teaching staff, governors, volunteers and visitors. It sets out acceptable and desirable conduct to protect both adults and students.

It refers to and compliments other policies and guidance at Jo Richardson Community School including:

- Safeguarding and Child Protection Policy
- Behaviour Management Policy
- Policy on the Use of Reasonable Force
- E-safety Policy
- Health and Safety Policy
- Staff Handbook - see particularly:
 - Section 1.1 – A shared professional ethos
 - Section 3.7 – Unexpected absence during school day / Return to school during the school day
 - Section 4.3 – Communications

All adults working in the school should know the name of the Designated Safeguarding and Deputy Designated Safeguarding Leads in the school, be familiar with Safeguarding Procedures and understand their responsibilities to safeguard and protect children and young people.

Basic Principles

The child's welfare is paramount (Children Act 1989).

Adults working in school are responsible for their own actions and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions.

Adults working in school must work and be seen to work in an open and transparent way.

Adults should discuss and/or take advice promptly from a senior member of staff about any incident which could give rise for concern. This would include reporting infatuations by a student for that or another member of staff, to ensure that such situations can be handled promptly and sensitively.

A record should be kept of any such incident and of decisions made/further actions agreed, in accordance with school record keeping policy.

Staff should apply professional standards regardless of gender or sexuality.

Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

All staff, volunteers and visitors:

- Must be familiar with and work in accordance with the school's policies and procedures, including in particular those mentioned above.
- Must provide students with good examples and present as positive role models for students.
- Must behave in a mature, respectful, safe, fair and considered manner. For example:

- Not being sarcastic and not making remarks or 'jokes' to students of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
- Not embarrassing or humiliating students.
- Not discriminate favourably or unfavourably towards any student. For example, treating all students equally – never building 'special' relationships or conferring favour on particular students.
- Not giving or receiving (other than token) gifts unless arranged through the school.
- Must ensure that all relationships with students remain on a professional footing. For example:
 - Only touching students for professional reasons when this is necessary and appropriate for the student's wellbeing or safety (more guidance on this is set out in the Department for Education Guidance for safe practice and the Use of Reasonable Force Policy referred to above)
 - Not behaving in a way that could lead a reasonable observer to question conduct, intentions or suitability to care for other people's children.
 - Not making arrangements to contact, communicate or meet with students outside work (this includes use of email, text and other messaging systems).
 - Not developing 'personal' or sexual relationships with students. Particular attention is drawn to the provisions of the Sexual Offences Act 2003 which creates a new criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child or causes or incites that child to engage in or watch sexual activity).

Professional Codes – Teaching and Non-Teaching Staff

Dress Code

The key principles for the JRCS staff dress code are that clothing should be smart, appropriate, fit for purpose and practical. We need to be constantly aware that we work with often impressionable young people and at all times we must be providing the correct role model in how we present ourselves. Staff should always ensure that they adhere to the following guidelines:

- No jeans/denim of any colour
- Care should be taken in ensuring that clothing is neither too revealing nor tight fitting
- Tops should not have fine shoulder straps or "racer backs"
- Male staff should wear a formal shirt with a collar, preferably with a tie
- All shoes should have backs - no flip flops or trainers
- Staff should not wear any clothing that covers the face

There are times when elements of this dress code will be relaxed, specifically on trips days, non-uniform days and staff training days. There are also certain departments, eg, PE, dance and drama, where subject specific clothing/footwear needs to be worn.

E-safety

All staff must be aware of protecting their professional reputation when engaging in social media. Staff must ensure that any personal profiles they may hold on social media sites are protected with the highest level of privacy settings.

Staff at JRCS should not accept friend requests or requests to be followed from current students, recent students or even parents at the school. Staff should never make contact

with students via any social media platforms. If a member of staff were to come across, or be made aware of inappropriate use of social networking sites or the internet by students, then these must be reported immediately to the Headteacher.

Mobile Phones

Rationale

Mobile phones are now an integral part of everyday life. They continue to become increasingly sophisticated, with technology to facilitate access to the internet, social networking sites and instant messaging. Mobile phones offer camera, video and audio recordings as standard. We recognise that these high-speed methods of communication can provide security and reassurance but, as with many other forms of technology, there are associated risks.

Aims

This policy aims to minimise the risk of misuse of mobile phone technology by anyone who comes into contact with our school environment.

Scope

This policy will apply to everyone who has access to and/or is a user of a mobile phone within the broadest context of our school environment. This will include all staff and children in the school plus volunteers, governors, contractors and community users. This list is not exhaustive.

Use of mobile phones

The school is a mobile free zone. This means students must not use their phones in the building at any point in the day. Staff are permitted to use their phone in their personal offices or in the staff room. This policy is in place to safeguard all stakeholders. Acceptable use and management of mobile phones must be adhered to by all service users. There are clear expectations about when and where the use of mobile phones is allowed.

Staff will:

- not use their mobile phones during lessons;
- put phones on silent setting within school (phones may be checked at break times but this should only be done in designated staff areas such as the staff room or office spaces);
- not use their personal mobile phones when supervising children unless it is an emergency, such as during a school visit, and then record and report this use to a member of the school's SLT at the first opportunity;
- not use their personal mobile phones for contacting children and young people, parents, and carers unless it is an emergency, and then record and report this use to a member of the school's SLT at the first opportunity;
- not use their personal mobile phones to take photographs of children who are students at this school unless they have specific permission from the Headteacher or in an emergency, and then record and report this use to a member of the school's SLT at the first opportunity;
- understand the need for professional boundaries and clear guidance regarding acceptable use;
- avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations;
- know how to minimise risk;
- have a clear understanding of what constitutes misuse;
- be vigilant and alert to potential warning signs of misuse;
- be aware of the importance of reporting any concerns immediately.

Duties

Both teaching and non-teaching staff must carry out all designated duties in line with the school's policies.

Code of Conduct for Staff

All staff at Jo Richardson Community School are expected to conform to this Code of Conduct. This follows the guidance from the General Teaching Council GTC in 2009 and has been adopted by Jo Richardson Community School. Note that the GTC ceased operations in April 2012 but the School continues to apply the Code because it provides sensible and appropriate principles.

The Code sets out expectations of conduct and practice to guide teachers' everyday judgments and actions. It was developed for teachers and others with an interest in teaching and learning. It reflects the standards that teachers expect of themselves and others expect of the profession.

Teachers have a profound and lasting influence on the development and life chances of children and young people. Their knowledge, skill, judgment, creativity and commitment play a vital role in society.

Given the importance of teaching to children and young people, and society as a whole, it is essential that teachers continue to maintain standards of teaching practice and professional conduct.

As members of a skilled and trusted profession, teachers are responsible for reflecting on their own conduct and practice and ensuring that they meet the standards required of them.

One distinct value that teachers share is a commitment to continual learning and development – for children and young people, colleagues and themselves. Teachers' work is also shaped by other important values of public life, including: selflessness; integrity; honesty; objectivity; accountability; openness; and leadership.

In addition to commitment on the part of teachers themselves, successful teaching and learning relies on the reciprocity, goodwill and support of others. Employers and school leaders have a critical role to play in supporting teachers to meet their obligations and to continually develop their practice.

In summary, teachers and others with an involvement in teaching and learning should:

- Put the wellbeing, development and progress of children and young people first
- Take responsibility for maintaining the quality of their teaching practice
- Help children and young people to become confident and successful learners
- Demonstrate respect for diversity and promote equality
- Strive to establish productive partnerships with parents and carers
- Work as part of a whole school team
- Co-operate with other professional colleagues
- Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession

In particular, staff should:

- Use their professional expertise and judgment to do the best for the children and young people in their care

- Take all reasonable steps to ensure the safety and wellbeing of children and young people under their supervision
- Follow the school's safeguarding policy and procedures
- Establish and maintain appropriate professional boundaries in their relationships with children and young people
- Demonstrate self-awareness and take responsibility for accessing help and support in order to ensure that their own practice does not have a negative impact on learning or progress or put children and young people at risk of harm
- Use appropriate channels to raise concerns about the practice of other teachers or professionals if this has a negative impact on learning or progress or risks harming children and young people.