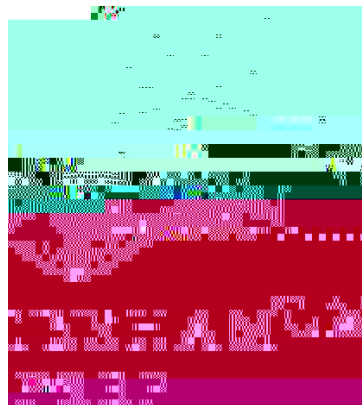


Staff Code of Conduct

(Staff Behaviour Policy)



Policy Author:

Principal Deputy Head

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Next Review Due:

September 2025

Staff Code of Conduct

INTRODUCTION

It is important that all staff working with children understand that the nature of their role and responsibilities place them in a position of trust. This policy provides clear guidance on appropriate and safe behaviours for

TEACHING STANDARDS

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. Caterham School expects its teachers to be intellectually and academically active and to demonstrate the same intellectual curiosity expected of pupils. What follows below is drawn from the DfE's Teachers' Standards guidance document, which can be found [here](#).

All teachers at Caterham School are expected to:

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, conscientious and self-evaluative 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, articulation and the correct use of standard English, whatever the teacher's specialist subject

4 Plan and teach well-structured lessons

impart knowledge and develop understanding through effective use of lesson time
promote a love of learning and pupils' 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 all 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

Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However, staff should always dress in ways that are appropriate to their role and not likely to be viewed as offensive, revealing, distracting or in any way provocative. Teachers are expected to model the same levels of smartness and formality that we expect of our pupils.

Gifts Given and Received

Care should be taken to ensure that staff do not accept any gift that might be construed by others as an inducement, or lead the giver to expect entitlement to preferential treatment. There are of course occasions when it is acceptable for staff to receive small gifts from pupils and/or their parents wishing to pass on tokens of appreciation. However, staff who are offered gifts on a regular basis or of significant value must inform the Headmaster.

Appropriate relationships, including physical contact and social media guidelines

- a) **Caterham School staff are expected to behave in an open and transparent way that would not lead**

e) Infatuations: i

- i. Staff must not use these sites to contact or communicate with pupils who have recently left. Ex-pupils under the age of 18 or who are still in full time education should not be**

- **Intimate Care Policy**

Professional behaviour

Staff must not misuse or misrepresent their position, qualifications or experience or bring the reputation of the School into disrepute. In some cases mediation might be appropriate. Most kinds of dispute can be mediated if those involved want to find a way forward. Mediation is especially suitable when the aim is to maintain the employment relationship. It can be used at any stage in a dispute but is often most effective if used early on. It may not be suitable if you want to enforce a legal right or to decide the 'rights and wrongs' of an issue. If you feel mediation might be helpful, please contact HR.

absent, low-level concerns should be shared with the Designated Safeguarding Lead, who will pass them on immediately on the Headmaster's return.

Low-level concerns

The purpose of 'Low-level Concerns Reporting' is to keep pupils safe and to create and embed a culture of openness, trust and transparency in which Caterham's values and expected behaviour, set out in the Staff Code of Conduct are constantly lived, monitored and reinforced by all staff.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the School (a member of staff/supply staff/contractor or a volunteer) may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate contact outside of work, and does not meet the threshold of the harms test (an action which may cause harm or pose a risk of harm to a child) or is otherwise not considered serious enough to consider a referral to the LADO.

These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

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

These low-level concerns may form part of a wider pattern and need to be reported to the Headmaster.

When a low-level concern has been raised by a third party, the Headmaster will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.

The Headmaster will record in writing reports of low-level concerns, including details of the concern, the context in which it arose and action taken.

The name of the person reporting will be noted and wishes to remain anonymous will be respected as far as is reasonably possible.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the School will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

The School will consider if any wider cultural issues in school have enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

The rationale for all decisions and actions taken will be recorded.

The School has many specialist settings such as performing arts and music rehearsal areas. Staff are given guidance detailing the additional measures taken to safeguard, for example in one-to-one or off-site tuition and performances away from the School.

DECLARATION OF INTERESTS

An employee is required to declare this where the group or organisation would be considered to be in conflict with the ethos of the School. Membership of a trade union or staff representative group would not need to be declared. Staff should also consider carefully whether they need to declare to the School their relationship with any individual(s) where this might cause a conflict with school activities.

MANAGING DATA

Under the Data Protection Act, staff are required to collect, maintain and dispose of sensitive or personal data in a responsible manner. There is a shredding machine in the staff workroom.

DISCLOSING DATA