



Code of Ethics and Responsibilities

1. Introduction

This code is intended to guide the manner in which members of the school, community should conduct themselves in the school setting. All other policies should be implemented in the light of this code.

The core values of the school are:

- Respecting the **dignity** of each person; their individuality, their feelings and their role in school.
- Showing **respect** for each person and **empathy** for their feelings and situation.
- Building **confidence** and **self - esteem** by valuing each person's successes and achievements, so that everyone wants to go on contributing positively and to do as well as they can.
- Building **trust**, by doing what is expected of us, showing we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- **Communicating** effectively, including **listening to hear**, so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- **Caring** for each other emotionally, so that everyone feels the whole school lives by its mission.
- Building a sense of **enjoyment** and **fun** into the daily working life of everyone in the school, so that they want to go on learning here.
- Being prepared to accept and try out the decisions and ideas of the group, so that the school can continue to improve.

These values are encapsulated in the school's mission statement:

Working as one – learning together

At Greenside School we embrace the vision of “Every Child Matters,” which identifies 5 key outcomes for children and young people. We therefore strive to:

- Support pupils in making healthy choices
- Establish a safe, secure and supportive ethos
- Support learning which stretches individuals
- Promote self-confidence and positive behaviour and
- Support pupils in contributing to the wider community.

2. Statement of pupil's rights

We recognise that pupils:

- Have the right to an education that builds on their strengths and takes account of their interests and preferences and that will enable them to achieve their potential in all areas of development.
- Have the right to be challenged appropriately through being encouraged to
- appreciate new experiences and develop new skills

- Have the right to enjoyable experiences including the experience of success and achievement
- Have the right to expect that their physical, emotional, medical and intellectual needs will be met
- Have the right to be treated with courtesy and respect in a manner which reflects their age
- Have the right to privacy and to be treated with dignity and respect.
- Have the right to make choices, and to have their wishes and feelings taken into account when decisions are made on their behalf
- Have the right to expect that their cultural needs and preferences of their families are taken into account when activities are planned
- Have the right to be supported in forming positive relationships with staff.
- Have the right to be prepared for the opportunities of adult life.

At Greenside School the rights of each pupil are reflected in the Pupil Charter

- See me as a person, as a unique individual.
- Get to know me, let me get to know you.
- Use my name when you talk to me.
- Do not talk about me as if I am not there.
- Involve me in conversations.
- Give me time to respond.
- Use my communication system and listen to me so that you can try to understand what I am trying to express.
- Involve me in decisions that affect me.
- Encourage me to make choices and try new experiences.
- Listen to my views however I might express them.
- Enable unfamiliar people to adjust to my level of communication.
- Respect my privacy, but allow me access to other people when I need it.
- Handle me sensitively and kindly, and encourage others to do the same.
- If I need help to be moved because of my physical disability please use the correct equipment
- Respect me physically - Don't cuddle or touch me inappropriately.
- Respect the knowledge you have about me.
- Protect my confidentiality at all times.
- If I am crying or upset, I may have a pain or a problem, please try to find out.
- Allow me to make mistakes without undue criticism.
- Give me time to be successful in what I am doing or saying.
- Protect and teach me to deal with harsh taunts and humiliation.
- Support me in difficult situations when I cannot cope on my own.
- When my behaviour is a problem, don't label me as "difficult" and expect the worst – make the best of what I can do. I will be able to achieve what I want through appropriate means.
- Give me opportunities to express emotions such as fear, anger and excitement in a way that helps me to come to terms with these feelings.
- Be aware of my medical needs, remember, this might affect how I respond to you.
- Give me opportunities to exercise and access to a good diet

3. Governors' responsibilities

Governors are expected to:

- Fulfil, on a collective basis, all legal responsibilities of the governing body
- Operate on the basis of collective responsibility in the interest of all pupils at the school.
- Work constructively with the school's senior management team and staff in
- seeking to monitor and maintain standards and promote improvement
- Seek an atmosphere of co-operation and harmony in all governors' business
- Participate in the life of the school
- The governors will not tolerate any expression of an attitude that appears to be intolerant of another person on the basis of race, cultural identify, gender, disability, sexual orientation, marital status, religious conviction or age.
- The governors will not tolerate any treatment of an individual that could be construed as bullying or victimization of any sort.

4. Responsibilities of the Senior Management Team (SMT) and staff who manage others

The school's senior management team and all staff with responsibility for managing their colleagues are expected to:

- Support staff in the delivery and continuing development of a broad and balanced curriculum which provides rewarding and stimulating learning activities for pupils.
- Seek to create by their actions and polices a climate in which all members of the school community treat one another with respect and courtesy
- Seek to create, by their actions and polices, a climate in which all members of the school community effectively communicate with one another.
- Listen to and respond to the ideas and concerns of staff
- Operate fair, effective and consistent systems of personnel management which takes account of the strengths and circumstances of individuals
- Provide staff with regular, objective and fair feedback on the way in which they carry out their duties, with encouragement and support to improve their performance and with opportunities for professional development.
- Provide necessary resources to enable pupils to learn and for staff to carry out their duties efficiently and safely
- To create, monitor and work within policy guidelines that maintain health and safety for pupils, staff and visitors.
- Work in partnership with parents and carers
- Promote and support the work of the school within the wider community
- Be aware of any potential conflicts of interest and take immediate, appreciate action to resolve these
- Ensure that the school finances are managed competently

5. Responsibilities of all staff

All members of staff are expected to:

- Recognise that the main purpose of the school is to provide an education that will allow all pupils to learn in a happy and safe environment and achieve their potential, and strive to support this purpose through the way in which they carry out their duties.
- Refrain from expressing any attitude that may appear to be intolerant of another person on the basis of race, cultural identity, gender, disability, sexual orientation, marital status, religious conviction or age.
- Work within school and Local Authority (LA) policies and procedures
- Treat all members of their school community with courtesy and respect
- Take due care of their own health and safety and the health and safety of their colleagues and pupils in their care and draw any problems to the attention of a member of the SMT
- Be honest and considerate towards parents and carers, taking into account their views and preferences as appropriate for their child.
- Respect young people's, parents and colleagues' confidentiality wherever appropriate.
- Treat people fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- Work with other agencies in a climate of mutual respect
- Are welcoming and supportive to new colleagues.
- Recognise and respect the difference between home and the work place (school) and behave in a professional manner at all times.
- Resolve issues and differences in a calm and professional manner, ensuring that all views are considered and each person is respected.
- Evaluate their own performance, co-operate with performance development processes, listen to advice, take advantage of opportunities given to develop skills, knowledge, understanding and practice.
- They will not to behave when at home or in the wider community in a manner that will bring the school into disrepute.

6. Responsibilities of teachers, nursery nurses, tutors, sports coaches, specialist assistants instructors and assistants.

All members of staff are expected to:

- Have insight into the learning needs of children and young people.
- Use professional judgment to meet these needs and to choose the best ways of motivating pupils to achieve success.
- Are highly skilled at dealing with the rigours and realities of teaching and learning.
- Inspire and lead children and young people to learn, in and beyond the classroom.
- Have high levels of individual knowledge, skill and judgment, commitment, energy and enthusiasm.
- Recognise the value and place of the school in the community and the importance of their own professional status. They understand that this requires judgment about appropriate standards of personal behaviour.
- Work within a framework of legislation, statutory guidance and school policies, with different lines of accountability.

- Enable each child and young person to get the most out of life and develop the knowledge, skills and attributes for adulthood – so that they can achieve their potential as fulfilled individuals and make a positive contribution to society – while staying safe and healthy.
- Place the learning and well-being of young people at the centre of their professional practice.
- Use their expertise to create safe, secure and stimulating learning environments that take account of individual learning needs, encourage young people to engage actively in their own learning, and build their self-esteem.
- Have high expectations for all young people, are committed to addressing underachievement, and work to help young people progress regardless of their background and personal circumstances.
- Model the characteristics they are trying to inspire in young people, including enthusiasm for learning, a spirit of intellectual enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- Respond sensitively to the differences in the home backgrounds and circumstances of young people, recognising the key role that parents and carers play in children's education.
- Work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.
- See themselves as part of a team, working collaboratively in securing the learning and well-being of each young person.
- Recognise the importance of effective multi-agency working, are clear and

confident about their own role and professional standards, and understand and respect the roles and standards of other colleagues.

- Are keen to learn from others' effective practice and always ready to share their own knowledge and expertise.

7. Expectations of pupils

Greenside provides for a wide range of pupils not all of whom have the level of insight into their own behaviour that will make a formal code of conduct appropriate. These pupils will require structure, support, understanding, time and positive practice from staff to enable them to:

- actively participate in tasks
- treat materials and, equipment and property appropriately
- refrain from causing distress or physical hurt to others
- remember to act within simple classroom rules
- develop self control and respect
- take responsibility for their own behaviour and actions
- deal with difficulties in an appropriate way
- take account of the needs of others
- develop tolerance and fairness.

8. Expectation of parents and carers

- Ensure that their child attends regularly,

- Ensure that the school is informed, as soon as possible if their child is absent.
- Ensure that their child appropriately dressed and equipped for the days activities
- Keep their child at home when they are unwell, or when they are liable to spread infection
- Make the school aware of any concerns that might affect the child's performance or happiness and be receptive to any concerns raised by the school
- Attend meetings at the school
- Take an interest in and support the school whenever able to do so
- Work with the school to realise shared learning goals
- Ensure that the school is informed of changes to emergency contact numbers and other important information.

9. Equality

At Greenside School we respect and value the linguistic, cultural and religious diversity of the community we serve.

We are committed to raising the attainment of everyone with due regard to their individual, social and personal circumstances. All in the school community have the right not to experience racism, whether or not directed at them.

Each pupil at Greenside School is entitled to a broad, balanced and relevant curriculum, regardless of ethnicity, gender, ability, and language. Specific and appropriate arrangements are made to ensure that pupils whose home language is not English are not disadvantaged in any assessment, teaching and learning activities. When required, the school will ensure that reports and education plans are translated into the family's home language, and that an interpreter attends the pupil's annual review of special educational need.

10. Implementation monitoring and evaluation

The Governors, Headteacher and SMT are responsible the monitoring the implementation of this policy. They will respond to any apparent breach of the Code, using appropriate personnel procedures to deal with significant or persistent misdemeanours.

All members of staff are expected to take action if they feel the Code is being breached.

Where a member of staff has concerns about the behaviour of a colleague or where they have reason to believe that the school is failing to meet its responsibilities towards pupils or staff, they should: seek to resolve the matter informally by discussing the matter with the person concerned or their immediate line manager –or make a formal approach to the Headteacher, or in the event that the matter relates to the Head, make an approach to an Assistant Head or to the Chair of governors. Any concerns about the conduct of an individual governor should be referred directly to the Chair or vice Chair of Governors. This policy will be reviewed annually.