



Staff Code of Conduct

Objective, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school employees are expected to observe. School employees are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils/students within the school.

As a member of The Greenside School community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all employees of the school. This Code of Conduct does not form part of any employees' contract of employment. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

The aim of the school is:

“Empowering learners to achieve a fulfilled future”

The school's mission statement is

“Everyone is a learner and every experience is a learning opportunity”.

Our principles

- Learners should find their learning challenging, engaging and motivating
- The curriculum should encourage high aspirations and ambitions for all
- Learners should have opportunities to develop their full capacity for different types of thinking and learning and ensure that there are opportunities for both the acquisition and the application of knowledge, skills and understanding.

Contents

1. Setting an Example
2. Safeguarding Pupils/Students
3. Relationships with students
4. Honesty and Integrity
5. Conduct outside of Work
6. E-Safety and Internet Use
7. Confidentiality
8. Dress and Appearance
9. Disciplinary Action

Appendix 1 - Relationships with students outside of work declaration

Appendix 2 - Working at Greenside - Guidance for staff

Appendix 3 - The Learners Charter

Appendix 4 - When using any form of ICT, including the Internet, in school and outside school

1. Setting an Example

- 1.1 All staff who work at Greenside School set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- 1.2 All staff must, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- 1.3 All staff must avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 1.4 This Code helps all staff to understand what behaviour is and is not acceptable, regard should also be given to the disciplinary rules set out in the Schools' Disciplinary Policy and Procedure.
- 1.5 All staff are expected to familiarise themselves and comply with all school policies and procedures.
- 1.6 All staff must respect one another, to speak to one another in a courteous and professional manner.
- 1.7 Any concerns regarding a colleague must be addressed through the correct procedures.

2. Safeguarding Pupils/Students

- 2.1 Staff have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse and neglect.
- 2.2 The school has a safeguarding mission statement which every member of staff must follow: – *“Greenside is a safeguarding community in which everyone hears, everyone sees and where everyone is responsible.”*
- 2.3 The duty to safeguard pupils/students includes the duty to report concerns about a learner or colleague to the school's Designated Lead Person (DLP) for Child Protection.
- 2.4 The school's DLP is Hilary Davies. The deputy DLP's are: Dave Victor; Alex Tompkins and Dawn Brown.
- 2.5 Staff are provided with personal copies of the school's Child Protection Policy and Whistleblowing Procedure and staff must be familiar with these documents.
- 2.6 Staff should treat children with respect and dignity and must not seriously demean or undermine pupils, their parents or carers, or colleagues.
- 2.7 Staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.
- 2.8 Staff must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare.

3. Relationships with students

- 3.1 Staff must declare any relationships that they may have with students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff should not assume that the school are aware of any such connections. A declaration form may be found in appendix 1 of this document.
- 3.2 Relationships with students must be professional at all times, physical relationships with students are not permitted and may lead to a criminal conviction. (see Appendix 2)
- 3.3 Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.
- 3.4 If contacted by a student by an inappropriate route, staff should report the contact to the Headteacher immediately.

4. Honesty and Integrity

- 4.1 Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

4.2 All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for schools. For further information see the Model Anti Bribery Policy for Schools available on the Grid.

4.3 Gifts from suppliers or associates of the school must be declared to the Headteacher, with the exception of "one off" token gifts from students or parents. Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.

5. Conduct outside of Work

5.1 Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community.

5.2 In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

5.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance in the school.

6. E-Safety and Internet Use

6.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.

6.2 Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

6.3 Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.

6.4 Contact with students should only made via the use of school email accounts or telephone equipment when appropriate.

6.5 Photographs/stills or video footage of students should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the school's procedures on school equipment.

7. Confidentiality

7.1 Where staff have access to confidential information about pupils/students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the learner.

7.2 All staff are likely at some point to witness actions which need to be confidential. For example, where a learner is bullied by another learner (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's/student's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate authority to deal with the matter.

7.3 Staff have an obligation to share with their manager or the school's Designated Lead Person any information which gives rise to concern about the safety or welfare of a learner.

Staff must **never** promise a learner that they will not act on information that they are told by the learner.

8. Dress and Appearance

8.1 All staff must dress in a manner that is appropriate to a professional role and promoting a professional image (see dress guidance document).

8.2 Staff should dress in a manner that is not offensive, revealing or sexually provocative

8.3 Staff should dress in a manner that is absent from political or other contentious slogans.

9. Disciplinary Action

Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including but not limited to dismissal.

Appendix 1

Relationships with students outside of work declaration

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee Name	Student Name	Relationship
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Appendix 2

Working at Greenside - Guidance for staff

Working in a special school will present stresses and strains that go beyond the vast majority of settings, but can bring wonderful rewards.

Every adult who works at Greenside (including volunteers and students on placement) must appreciate the specific and complex learning, emotional, sensory and physical need of each young person.

The learners at Greenside are:

- vulnerable (some physically, some medically, others emotionally).
- dependent on adults
- capable of bringing joy and a sense of worth for those fortunate enough to work with them.

Each learner needs adults who understand them and are able provide the care and support they need.

The majority of young people will make physical and emotional demands that can, on occasions, feel relentless and overwhelming. At Greenside there are systems of support, including DSPs and the Debrief team. It is important that adults are familiar with these supports and make use of them.

The young people who come to Greenside don't care what job an adult does (Head, caretaker, mid-day assistant or volunteer) they need to be with adults who are able to give of their best (always).

Each learner need adults who are:

- resilient
- understanding
- emphatic
- generous
- forgiving

Team work is essential - In isolation, no one adult is able to meet the complex needs and demands of the young people that come to Greenside, this can only be achieved if all the adults work as part of a team.

Each learner needs every member of the Greenside team (cleaners, caretakers, administration staff, apprentices, teachers, tutors, assistants, coaches, nursery nurses, specialists, MSAs SLT) to strive to always...

- speak through their actions, demonstrating the habits, behaviours.
- show tolerance and emotional resilience
- help one another
- listen to people's ideas and perspectives
- try and see situations from the other person's perspective
- treat every colleague with dignity and respect, as we would want to be treated
- express our views at the right time and in the right place
- remain calm in stressful situations and accept this as the norm.

These qualities are demonstrated in our words and actions, how we treat one another.

Appendix 3

The Learners 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.
- 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.
- Respect my privacy.
- Handle me sensitively and kindly, and encourage others to do the same.
- Protect my confidentiality at all times.

Appendix 4

When using any form of ICT, including the Internet, in school and outside school

For your own protection we advise that staff:

- Ensure all electronic communication with students, parents, carers, staff and others is compatible with your professional role and in line with school policies.
- Do not talk about your professional role in any capacity when using social media such as Facebook and You Tube.
- Do not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with your professional role.
- Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school video camera.
- Do not disclose any passwords and ensure that personal data (such as data held on MIS software) is kept secure and used appropriately.

- Only take images of students and/or staff for professional purposes, in accordance with school policy and with the knowledge of SLT.
- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Ensure that your online activity, both in school and outside school, will not bring the school or professional role into disrepute.
- Emails should be checked daily, as a minimum on working days or every other day if one day is particularly busy.
- You have a duty to report any eSafety incident which may impact on you, your professionalism or the school
- If I am 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.
- 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 – enable 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 each learner to understand and manage 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.