



Code of Conduct for Employees

Introduction

At Greenside School we are aware of the importance of good working relationships. We recognise the importance of these relationships in enabling our children to enjoy school, learn, achieve and progress.

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 learners within the school.

Vision and values

Our Vision is:

- To deliver a creative, relevant and highly personalised curriculum that empowers each learner to achieve a fulfilled future.

Our Values are:

- Respect Creativity Collaboration

We believe in:

- Learning Achieving Together

Objective, Scope and Principles

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.

Contents

1. Setting an Example
2. Safeguarding Learners
3. Relationships with learners
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 learners 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 social media

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/learners 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/Learners

- 2.1 Staff have a duty to safeguard pupils/learners 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/learners includes the duty to report concerns about a learner or colleague to the school's Designated Lead Person (DLP) for Child Protection.
- 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/learners under their supervision with the aim of ensuring their safety and welfare.

3. Relationships with learners

- 3.1 Staff must declare any relationships that they may have with learners 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 learners must be professional at all times, physical relationships with learners are not permitted and may lead to a criminal conviction.
- 3.3 Contact with learners 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 learners or parents.

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 (see also Use of Social Media Appendix 3)

- 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 Data Protection Policy at all times both inside and outside of work.
- 6.2 Staff must not engage in inappropriate use of 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 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.
- 6.4 Contact with learners should only made via the use of school email accounts or telephone equipment when appropriate.
- 6.5 Photographs/stills or video footage of learners 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/learners 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.

7.4 It is important that staff do not discuss learners in the staffroom or other informal settings

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 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 Working at Greenside - Guidance for staff

Each young person at Greenside is:

- 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.

Each learner needs every member of the Greenside team to strive to always...

- speak through their actions, demonstrating the habits, behaviours, expected of all.
- show tolerance and emotional resilience to and for one another
- help one another
- listen to people's ideas and perspectives
- try and see situations from the other person's perspective
- treat every colleague with the 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.

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.

Appendix 2 - 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.
- 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 me 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.

Appendix 3

Social media

The term "social media" refers to the tools which use web and mobile based technologies that turn communication into active dialogue. Social media tools can include: collaborative projects such as Wikipedia; blogs and microblogs such as Twitter and BlogSpot; content communities such as Youtube and Flickr; external social networking sites such as Facebook and LinkedIn; and internal social networking sites such as WhatsApp.

At Greenside we recognise that social media can offer many professional benefits:

- an ability to communicate our services and celebrate achievement
- a means for engaging with the wider community
- opportunities for professional networking across geographical boundaries
- sharing information and participating in interactive discussions.

In addition to the benefits, it is important that everyone is aware of the potential risks involved; inappropriate or misguided usage can pose risks to confidential and

proprietary information and reputation and can jeopardise compliance with legal obligations. Therefore, the same ethical and legal obligations that staff must adhere to professionally also apply to your conduct in an online environment.

When engaging in social media activity, staff must adhere to the following principles:
Be careful in what you write...

- Do not share information regarding learners or their families.
- Do not raise concerns that are of a sensitive nature
- Do not criticise others (WhatsApp / Facebook etc)
- Behave in a way that maintains the trust of parents, carers, colleagues and members of the public

Staff must not disclose confidential information, harass or discriminate against fellow employees, defame or disparage the school. The law of defamation allows persons who consider their reputation has been, or may be, harmed by statements made by others, to sue for damages or prevent the making of those statements.

Use of WhatsApp

Particular care should be taken in the use of WhatsApp. In many different businesses and organisations problems have arisen as a result of colleagues quickly expressing a thought or feeling via a medium that may not allow the person time to consider the impact of what they are communicating will have on others. There are many examples when something has been stated on WhatsApp in a way that would not have been expressed in a meeting or discussion. In some instances, members of a particular WhatsApp group have been associated with views and opinions that they may not share. The policy of the school to colleagues using WhatsApp and other closed “friends” group is to be careful, measured and professional.

Who should I be “Friends” on Facebook with?

These comments from MumsNet highlight some of the issues of staff being “friends” with parents and carers...

*“It just doesn't seem very professional. Of course if they know each other before that's a different story, but just on the basis of the **child** being in their class seems like it's over stepping the mark”*

“I would not add a teacher though and would not like one to try add me. Granted only people on my fb are family and friends”

“My MIL is a classroom assistant and she has told me before that school staff are instructed that they are not to befriend any learners or parents on Facebook at her school. Strict professional boundaries are to be maintained.”

“Ds' school policy is, teachers are not allowed to accept friends requests on social networking from students or parents due to possible safeguarding issues. I suppose they would be allowed if the parent was related or a genuine friend from out of school. I'm a governor at my son's school and I still wouldn't dream of adding any of the staff to my fb, with the exception of one of the dinner time supervisors but that is only because we are friends outside of school”.

At Greenside School we recognise that it is appropriate for staff to be a genuine friend with a parent or carer. However, social media can place pressure on

colleagues to “like” or “friend” someone. In order to support colleagues the following policy is in place: Staff are advised not to establish new “friends” with parents and carers and should not to feel under any obligation to do so.