

Leeds Diocesan Learning Trust (LDLT)

Company Number 13687278

Staff Code of Conduct

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Responsible Officer: CFO/CEO

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Vision Statement

Serving and celebrating our unique schools and communities, we will love, live and learn together. Valuing our pupils, staff, governors and team as people of God, we will deliver transformational learning and the flourishing of all.

Related Policies

- Disciplinary Policy
- Dress Code
- Scheme of Delegation
- Grievance Policy
- Whistleblowing Policy
- Complaints Procedure

1. About this Guidance

A high standard of discipline is essential for the efficient and orderly conduct of all academies within the Trust and for the safety and well-being of pupils and its entire staff.

This guidance highlights the reasonable standards of conduct which are expected.

This guidance applies to all employees regardless of length of service. It does not apply to agency workers or self-employed contractors.

If you are a teacher then you should read this guidance in conjunction with the following:

- DfE statutory guidance, "Teachers' Standards"
<https://www.gov.uk/government/publications/teachers-standards>
- DfE statutory guidance, "Keeping Children Safe in Education" or "KCSIE".
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- DfE statutory guidance, "Working together to safeguard children".
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- DfE statutory guidance, "Behaviour and discipline in schools".
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- DfE statutory guidance, "Use of reasonable force in schools".
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

in each case, as amended and updated from time to time.

The Trust has overall responsibility for this guidance, including keeping it under review.

This policy does not form part of any employee's contract of employment.

2. Relationships

You should:

- be caring, fair and committed to the best interests of the pupils/students entrusted to your care, and seek to motivate, inspire and celebrate effort and success;
- acknowledge and respect the uniqueness, individuality and specific needs of pupils/students and promote their holistic development;

- be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future;
- seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement; and
- work to establish and maintain a culture of mutual trust and respect in the Academy you work.

3. Professional Integrity

You should:

- act with honesty and integrity in all aspects of your work;
- respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual (any concerns or queries should be discussed with your line manager or the Headteacher);
- represent yourself, your professional status, qualifications and experience honestly;
- use your name/names as set out in the Register of Teachers, in the course of your professional duties; and
- avoid conflict between your professional work and private interests which could reasonably be deemed to impact negatively on pupils/students.

4. Professional Conduct

Teachers should comply with the School Teacher's Standards

<https://www.gov.uk/government/publications/teachers-standards>

Head Teachers should comply with the Head Teacher standards

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#section-2-headteachers-standards>

You should:

- uphold the reputation and standing of the profession;
- take all reasonable steps in relation to the care of pupils/students under your supervision;
- work within the framework of relevant legislation and regulations;
- comply with agreed national and Academy policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection;
- report, where appropriate, incidents or matters which impact on pupil/student welfare;
- communicate effectively with pupils/students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect;
- ensure that any communication with pupils/ students, colleagues, parents, school management and others is appropriate;
- ensure that you do not knowingly access, download or otherwise have in your possession inappropriate materials/images in electronic or other format;
- ensure that you do not knowingly access, download or otherwise have in your possession, illicit materials/images in electronic or other format;

- ensure that you do not practise while under the influence of any substance which may impair your fitness to teach/ work (please refer to Substance misuse policy);
- ensure that mobile phones are switched off and put away whilst working and are only used in the staff room when on breaks; and
- ensure that you comply with all Trust and Academy policies and procedures.

5. Professional Practice

You should:

- maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback;
- apply your knowledge and experience in facilitating pupils'/students' holistic development;
- plan and communicate clear, challenging and achievable expectations for pupils/students;
- create an environment where pupils/ students can become active agents in the learning process and develop lifelong learning skills;
- develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/ students;
- inform your professional judgement and practice by engaging with, and reflecting on, pupil/student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation;
- in a context of mutual respect, be open and responsive to constructive feedback regarding your practice and, if necessary, seek appropriate support, advice and guidance;
- act in the best interest of pupils/students and the Academy / Trust.

6. Professional Collegiality and Collaboration

You should:

- work with colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for pupils/students;
- work in a collaborative manner with pupils/students, parents/guardians, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of pupils/students;
- cooperate with the Inspectorate of the Department of Education and other statutory and public non-statutory educational and support services, as appropriate;
- engage with the planning, implementation and evaluation of curriculum at classroom and Academy level.

7. Transportation of Children in Private Cars

You may only transport a pupil in your car, as part of school duties, if you have provided the Academy with prior evidence of appropriate business insurance cover.

You should only transport pupils, in relation to school activities, in your private car with the prior written consent of the Headteacher (or deputy in his/her absence) and the prior agreement of the child's parent. In addition, as good practice in maintaining an appropriate professional relationship, it is expected that you will not transport pupils in your own car outside of school except where the

pupil's family are personal friends or family of you. You should obtain the permission of the child's parents to avoid compromising your position. Importantly, you must also be accompanied by another adult and should not be alone with the child.

The normal rules of the road apply, for example all children being transported should be wearing a seat belt and if under 135cms should be on a booster cushion.

8. Physical Contact with Children

You should ensure that you comply with the DfE Statutory Guidance – Keeping Children Safe in Education (as amended and updated from time to time).

In order to maintain an appropriate professional relationship, physical contact between you and pupils should be kept to a minimum. Young children may be comforted when distressed (see below), and may initiate physical contact in other circumstances, but you should always be aware that innocent physical contact may be misinterpreted by observers or by the recipient. You should avoid putting yourself in potentially compromising situations by observing the following guidelines:

Physical control or restraint must only take place in accordance with the statutory guidance on reasonable force, contained within the DfE guidance – "Keeping Children Safe in Education", as amended and updated from time to time.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, you should recognise the additional vulnerability of pupils within these groups.

Intimate touches, including kisses, should never be given to pupils and children who give them to you must be kindly, but firmly, told that it is inappropriate. Some children, (including potentially children with special needs related to social interaction), may persist with this behaviour throughout primary school. In such circumstances you should ensure that other adults are aware, continue to firmly discourage the behaviour, and involve the parents in working towards more appropriate social behaviour.

Where a child is distressed or hurt, they may seek some sort of physical comfort. You should confine this to the minimum required to comfort the child, for example taking the child's hand, putting a hand on their shoulder. Young children may however actively seek a hug or to sit on your knee. This should never take place privately.

Physical contact may be necessary as part of instruction, for example in PE. Whenever practicable demonstration or instruction without physical contact should be used. In other situations, make it clear to the children present what contact will be used and why.

9. Appropriate Language

You must:

- not swear in the presence or proximity of pupils;
- not use sexual language in the presence or proximity of pupils; and
- be polite and use respectful language at all times.

10. Breach of this Policy

We take a strict approach to breaches of this guidance, which may be dealt with in accordance with our Disciplinary Procedure or the Capability / Performance Management policy. Serious breaches of this guidance may amount to gross misconduct which may result in summary dismissal.