



# **Chadsmead Primary Academy**

## **Staff Code of Conduct**

**Adopted** by Main Governing Body  
**Review date** by Main Governing Body  
**Publication** Admin Share (H:), Master Policies, Staff Code of Conduct

## **Chadsmead Staff Code of Conduct**

**This code of conduct should be read in conjunction with the**

### **Guidance for Safer Working Practices for Adults who Work with Children and Young People June 2019**

#### **1. Put the well-being, development and progress of children and young people first**

Staff will:

- use their professional expertise and judgement to do their best for the children and young people in their care
- take all reasonable steps to ensure the safety and well-being of children and young people under their supervision
- follow their school's child protection policies and procedures
- establish and maintain appropriate professional boundaries in their relationships with children and young people
- demonstrate self-awareness and take responsibility for accessing help and support in order to ensure that their own practice does not have a negative impact on learning or progress or put children and young people at risk of harm
- use appropriate channels to raise concerns about the practice of other teachers or professionals if this has a negative impact on learning or progress or risks harming children and young people.

#### **2. Take responsibility for maintaining the quality of their teaching practice**

Staff will:

- meet the professional standards for teaching relevant to their role and the stage they have reached in their career
- develop their practice within the framework of their school's curriculum
- base their practice on knowledge of their subject area(s) and specialisms, and make use of research about teaching and learning
- make use of assessment techniques, set appropriate and clear learning objectives, plan activities and employ a range of teaching methodologies and technologies to meet individual and group learning needs
- reflect on their practice and use feedback from colleagues to help them recognise their own development needs; actively seek out opportunities to develop their knowledge, understanding, skills and practice
- meet the requirements laid down by their professional bodies.

#### **3. Help children and young people to become confident and successful learners**

Staff will:

- listen to children and young people, consider their views and preferences, and involve them in decisions that affect them, including those related to their own learning
- have high expectations of all children and young people, whatever their background or aptitudes, and find activities that will challenge and support them all

- promote children and young people's confidence and self-awareness by clarifying how assessment will be used to support improvement, providing clear and specific feedback, and celebrating their success
- communicate clear expectations about pupil behaviour to ensure disruption to learning is minimised and children and young people feel safe and secure
- help children and young people prepare for the future by engaging them with the implications of changes in society and technology and offering them impartial advice and guidance about their future options.

#### **4. Demonstrate respect for diversity and promote equality**

Staff will:

- act appropriately towards all children and young people, parents, carers and colleagues, whatever their socio-economic background, age, gender identity, sexual orientation, disability, race, religion or belief
- take responsibility for understanding and complying with school policies relating to equality of opportunity, inclusion, access and bullying
- actively promote British Values and uphold the government Prevent agenda
- address unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator
- help create a fair and inclusive school environment by taking steps to improve the well-being, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement
- help children and young people to understand different views, perspectives, and experiences and to develop positive relationships both within school and in the local community.

#### **5. Strive to establish productive partnerships with parents and carers**

Staff will:

- provide parents and carers with accessible and accurate information about their child's progress
- involve parents and carers in important decisions about their child's education
- consider parents' and carers' views and perspectives, including those that relate to their children's development
- follow school policies and procedures on communication with and involvement of parents and carers, including those that relate to sensitive areas such as attendance and exclusion.

#### **6. Work as part of a whole-school team**

Staff will:

- endeavour to develop productive and supportive relationships with all school colleagues
- exercise any leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with contractual obligations and national standards
- uphold school policies and procedures, and raise any concerns about the life or running of the school in a responsible and appropriate way

- contribute to colleagues' learning and development; provide honest, accurate, and justifiable comments when giving references for, or assessing the performance of, colleagues
- participate in whole-school development and improvement activities
- recognise the important role of the school in the life of the local community, and take responsibility for upholding its reputation and building trust and confidence in it.

## **7. Co-operate with other professionals in the children's workforce**

Staff will:

- seek to understand the roles of other professional colleagues in the children's workforce
- communicate and establish productive working relationships with other professional colleagues
- ensure that they are clear about their own professional contribution to joint working, seeking clarification where this is needed
- understand that in sharing responsibility for children and young people's well-being and development they should always act within their own competence and responsibilities.

## **8. Demonstrate honesty and integrity and uphold public trust and confidence in the education profession**

Staff will:

- exercise their responsibilities in relation to the examination and assessment of achievement and attainment in a fair, transparent and honest way
- demonstrate honesty and integrity in management and administrative duties, including in the use of school property and finance
- understand that their duty to safeguard children and young people comes first, but otherwise acknowledge the rights of children and young people, families, and colleagues to confidentiality, in line with statutory requirements and school policies
- represent their professional status accurately and avoid taking advantage of their professional position
- maintain reasonable standards in their own behaviour that enable them to maintain an effective learning environment and also to uphold public trust and confidence in the profession, including upholding school policies.