

**LONDON SOUTH EAST ACADEMIES TRUST  
STAFF CODE OF CONDUCT**

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Approved by:	London South East Academies Trust Board
Approval date:	22 January 2020
Review date:	January 2021

# **LONDON SOUTH EAST ACADEMIES TRUST**

## **STAFF CODE OF CONDUCT**

### **INTRODUCTION**

The Code of Conduct has been developed to give clear guidance to staff on professional standards and expectations for staff working in our Trust academies. It can support induction and should be read in conjunction with the policies of the Trust and local hub as well as the local Staff Handbook for each academy hub. Staff are expected to be familiar with local and Trust policies and ensure they have read and signed in acknowledgement of their understanding and willingness to adhere to them which is a condition of employment.

### **STAFF CODE OF CONDUCT**

Members of staff have a commitment to pupils, colleagues, parents, the community, local schools and the Local Authority. In fulfilling the obligations of professional practice, staff members should behave at all times in such a manner as to demonstrate personal courtesy and integrity and to enhance the dignity and standards of the education and teaching profession.

London South East Academies Trust is committed to develop professional skills and expertise in staff through ongoing training programmes and the belief in investing in our own people as the most important resource in the organisation.

While working for London South East Academies Trust, staff must at all times maintain professional and responsible standards of conduct. In particular staff must:

1. observe the terms and conditions of their employment contract, particularly with regard to:
  - (a) hours of work;
  - (b) confidentiality;
  - (c) job description;
  - (d) safeguarding;
2. observe all of the Trust and academy policies, procedures and regulations which are shared with you by means of notice boards, e-mail, the intranet or otherwise;
3. take reasonable care in respect of the health and safety of colleagues, pupils and third parties and comply with our Health and Safety Policy;
4. comply with all reasonable instructions given by the Head of School / Executive Head Teacher and managers; and
5. act at all times in good faith and in the best interests of the academy/Trust and those of our pupils and staff.
6. Not engage in conduct outside work which could seriously damage the reputation and standing of the Trust or the employee's own reputation or the reputation of other members of the school community or contravene British Values.

7. Be mindful in the use of information technology and aware of the risks to themselves and others.
8. Be aware of social relationships with parents / carers outside of school and ensure approval is provided by senior leaders if the relationship extends beyond the usual professional relationship.
9. Declare any conflict of interest or relationship with other staff members or children within the school / Trust.
10. Wear suitably professional business clothing at work and adhere to the Staff Dress Code outlined in the individual hub Staff Handbook.

#### **IN DEALING WITH PUPILS, STAFF SHOULD:**

- Remember who the adult is and consider at all times the spiritual, moral, intellectual and physical welfare of the pupils before anything else.
- Be mindful of boundaries and communicate clearly the professional relationship between the staff member (adult) and pupil (child / young person) – staff are not pupils' "friends".
- Behave with compassion and impartiality, demonstrate calmness and measured decision making.
- Be sensitive in expressing criticism of pupils and avoid hurtful or damaging comments.
- Be consistent and work in line with the service procedures and values.
- Base all comments on evidence and factual analysis of situations and data when providing reports.
- Model the expected behaviours, dress code and attitudes in the workplace to pupils and colleagues at all times.
- Set the highest standards and promote aspirational goals.
- Encourage, motivate and recognise positive progress in learning, personal development and independent skills.

#### **IN DEALING WITH COLLEAGUES, STAFF SHOULD:**

- Exercise respect, care and consideration towards each other.
- Be aware of the professional needs of others.
- Keep in confidence discussions with colleagues concerning professional problems.
- Behave professionally towards each other and ensure professional boundaries are not crossed through inappropriate, informal banter.
- Respect the professional standing of colleagues, especially when making any assessment of their work or observations related to managing performance.
- Exercise diplomacy and respect others' privacy when challenging practice.

- Support your team – be aware of the impact of your own actions and decision-making and consider collaborative approaches at all times.

### **IN DEALING WITH PARENTS / CARERS, STAFF SHOULD:**

- Seek to establish a friendly, welcoming and cooperative relationship with families.
- Present the team view and not personal views which are at odds to the ethos and values of the organisation.
- Not knowingly distort or misrepresent the facts concerning any aspect of educational development of their children.
- Respect the joint responsibility which must exist between the school and the family for the education of children and young people.
- Be pro-active and open in giving a balanced view of the pupil's development and progress.
- Communicate regularly and ensure parents hear as many positive messages as negative – don't phone home only with problems and issues! Communicate positivity and a balanced view of all pupils.

### **RESPONSIBILITY OF STAFF...**

#### **...TO PUPILS**

Staff are expected to treat all pupils equally and fairly and communicate positive regard to them at all times. Pupils need to feel liked and valued and understand that staff want them to achieve their best and are there to support them at all times. However, the importance of boundaries cannot be underplayed and it is essential that staff communicate and adhere to appropriate professional boundaries in their interaction with pupils to prevent confusion and disappointment.

The relationship we form with the pupils must however be appropriate. Therefore, it is not acceptable to discuss personal details or share information about what you did at the weekend. Staff should be mindful of forming confusing relationships with pupils and never accept pupils as "friends" on Facebook or other social media sites. Never discuss other pupils with a pupil. Never undermine or comment on other staff. Pupils need to know where they stand and what our boundaries are. They will not feel safe or thrive when staff do not present a consistent, professional approach. Therefore, it is essential that staff model the expected behaviours to pupils (appropriate language, punctuality, reliability, hard work, no mobile phones seen, smart dress code). Staff must not share passwords with pupils to private or school IT accounts or allow them access to staff accounts or systems.

Staff also need to be clear with pupils in relation to their educational plans and any transition arrangements. Messages about attendance and punctuality expectations, what we expect of behaviour and attitudes to work are of the utmost importance if we are to provide the best service to our pupils. Staff should not buy individual students gifts, group or class gifts can be purchased with the authorisation of the Line Manager and recorded in the Gift Log. Any

member of staff who receives a gift from a student must also formally record this in the Gift Log.

### **...TO OTHER STAFF**

Working in a school environment can be highly stressful. Pupils present diverse challenges and you may be dealing with very challenging and complex children / young people or situations every day. Staff must work as a team, following procedures and presenting a united front at all times. Listen to each other and be pro-active when another colleague requires support. Never let anyone deal with a difficult situation alone and be aware of what is going on around you. In Staff Meetings, agree a collective approach to situations and stick to it. Don't look for an easy way out of challenging situations or "look the other way" as this type of short-term solution is exactly that and will impact negatively on colleagues. When we all work together and give clear, consistent messages, there is less likely to be challenge and we all feel empowered to deal with difficult situations because you know you will be backed up by your own team.

### **...TO PARENTS/CARERS, STAKEHOLDERS AND THE WIDER COMMUNITY**

All staff should aim for positive collaboration between home and community. Developing a good working relationship with home and supporting families makes significant impact on the likelihood of change happening for the pupil too. In the local community it is vital that we promote a collective and positive message about our school and highlight our successes. We do not work in isolation and our whole purpose and value is driven by our ability to engage our stakeholders. All staff are therefore expected to actively promote their school and the Trust and work in partnership with home and school, being willing to meet with parents / carers, make contact where needed and do whatever is required to engage the family with education.

All staff are expected to engage in production and solution-focused dialogue to promote the best outcomes for children and young people through this collaborative working.

Our Governors and trustees are supportive and keen to be actively involved in our Federation. Staff should welcome them and be proud of the good work undertaken in our schools and the effectiveness of our services. We operate an "open door" policy to our Governors and trustees. Heads of School are expected to publish an annual calendar and to invite Governors to key events. Alongside this are our Trustees who are also involved at a strategic level in the work of our schools. We welcome them to visit and experience the services and support we offer. If you have an agreed, scheduled visitor due then you should notify the Reception so they can allocate appropriate lanyards in relation to whether or not they have viewed a current DBS. If a visitor is not able to provide their current DBS, for us to note the Number then they cannot undertake 1-2-1 work with our students unaccompanied.

There is a constant flow of people to our schools which means we are continually on public view. Staff must consider the conversations which are had in public areas and be mindful of the impression created. Keep informal conversations away from reception and entrance areas.