

HERRIES PREPARATORY SCHOOL

STAFF CODE OF CONDUCT



Updated September 2025

Next review: September 2026

It is essential that everybody working with children have the ability to form and maintain appropriate relationships and personal boundaries whilst supporting the School's policies for safeguarding and promoting wellbeing. This policy has regard to KCSIE September 2025.

All Staff are role models and are in a unique position of influence. They must adhere to codes of behaviour and conduct that set a good example to all pupils within the school. As a member of the Herries school community, each employee has an individual responsibility to maintain their professional reputation and that of the school, whether inside or outside of working hours.

All staff at the school are expected to comply with the Teaching Standards 2012 Part 2-Personal and Professional Conduct. Although all staff are not qualified teachers, we are a small school and all members of staff work in a close knit environment and regularly come into contact with our pupils. All staff are therefore expected to adhere to these standards.

All staff should have access to the staff code of conduct on Google Drive which is given to new staff at induction which covers acceptable use of technology, staff/pupil relationships and communication, especially social media. Please do not take images of a child's injury, bruising etc. (following a disclosure) even if requested by social care; simply draw or mark on a body map outline. Never make audio recordings of a child's disclosure. Sometimes the curriculum can lead to unplanned discussion about sexually explicit, political or sensitive areas. Respond to questions using careful judgement and take guidance from the DSL.

This means that 'care should be taken to comply with the setting's policy on spiritual, moral, social, cultural (SMSC) [education] which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the policy for relationships and sex education (RSE)'.

Please be especially aware of confidentiality & GDPR guidance re sharing information, NEVER discuss or share data relating to children or parents on staff social media groups. When organising visits, trips and outdoor learning activities we should follow our Health and Safety policy which is based on: <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>

www.hse.gov.uk/services/education/school-trips.pdf

The standards are included at the end of this Code of Conduct.

Employees should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including dismissal.

All staff employed by Herries School must:

- Follow the School's most recent Safeguarding Policy and read the most up to date version of Keeping Children Safe in Education and sign when requested to acknowledge receipt of reading and agree to comply with these documents.
- Not share or promote any partisan political views in the teaching of any subject and actively promote fundamental British values and challenge discriminatory or extremist opinions.
- Be an adult role model – friendly, courteous and kind.
- Treat all pupils and all members of staff with courtesy, respect and dignity.
- Observe pupils' rights to privacy, as appropriate.
- Refrain from asking intrusive questions.
- Ensure that all conversations to and about pupils are professionally valid and in the interest of those pupils.
- Never make suggestive or discriminatory comments.
- Never make pupils the subject of gossip.
- Only share personal information about pupils on a "need to know" basis. If in doubt consult the Headteacher.
- Only touch pupils in order to reassure or comfort them. Be clear that your relationship with the pupil makes this appropriate and that the nature of the contact is appropriate. There will be other situations in which it is professionally valuable to touch a pupil, e.g. to demonstrate a racquet position, and the nature of this contact should always be appropriate. When physical contact is made with pupils this should be in response to **their** needs at the time, of limited duration and appropriate, given their age, stage of development and the situation. Remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.
- Do not discuss the personal relationships of any members of the school community, with, or in the presence of, pupils.
- If you are alone with a pupil and there is no window in the door, leave the door open.

- Ensure that personal appearance and dress is such that it promotes a positive and professional image and is appropriate to your role. Hair and nail colour should be appropriate to our professional position of being role models. Revealing attire- short, low cut or transparent is not suitable. In hot weather, beach wear is also not acceptable i.e. flip flops, beach shoes and shorts.
- Be firm and fair, avoid favouritism and remember the behaviour is unacceptable and not the pupil.
- Never condone ridiculing or bullying in any form.
- When you encounter excessive attention-seeking behaviour, try to redirect it into positive activity (and consider that this may be an indication of abuse).
- Follow the school policy in any medical matters.
- Log all accidents in the accident book, held in the School Office or the first aid bags.
- If an accidental knock/collision occurs between you and a pupil- for example bump heads, step backward on to a child's toe, clarify with the child that it was an accident and whether the pupil has sustained an injury and advise the form/class teacher. Where there is a clear injury, advise the Headteacher and follow the usual accident procedure.
- Avoid any conduct which would lead any reasonable person to question your motivation or intentions.
- Never trivialise child abuse issues.
- Exercise professional judgement at all times.
- Do not give parents or pupils your own mobile phone number or personal email address. Peripatetic music teachers may however give parents their own mobile phone number and email address as more direct contact is required to arrange lessons etc.
- Beware of crossing boundaries with parents.
- Similarly with pupils the relationship may be a close working relationship but pupils should not in any way be treated as friends.
- As an employee of the school you must disclose any convictions, cautions, court orders, reprimands and warnings which may affect your suitability to work with children to the Headteacher immediately. Staff are reminded of this in annual training.
- At no time whilst working on the school premises or undertaking school duties should staff be under the influence of alcohol or illegal substances, have

these substances on their person or store these in their personal spaces.

- If staff are prescribed medication, especially drugs that might impair the ability to care for children or make balanced decisions, e.g. causes drowsiness, they should seek medical advice and inform the Medical Officer who will make arrangements for alternative staffing.
- Any medication that staff are taking must be stored safely in the staffroom fridge and be kept out of the reach of children
- Staff taking long term medication must advise the medical officer who will keep a record.

Conduct outside work

Staff must exercise caution when using Information Technology and be aware of the risks to themselves and others. Staff must refer to policies relating to mobile phone use and safe use of the internet.

Staff must not engage in inappropriate use of internal, closed media or social networking sites which may bring pupils and parents, themselves, the school, the school community or the employer into disrepute.

Do not have 'friends' who are pupils on social networking sites. The same rule applies for pupils who have left the school for a minimum period of five years.

Employees should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including dismissal.

Whistleblowing

If any member of staff has concerns about another member of staff, contractor or volunteer they must feel comfortable discussing these with the Headteacher who is the DSL.

See the policy for more information.

The school operates a No Smoking Policy in all school premises and on the school site.



Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.