



Green Spring
Academy
SHOREDITCH

Code of Conduct

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Code of Conduct

1.0 Introduction

The purpose of this Code of Conduct is to provide a framework within which employee and workers of the Green Spring Education Trust are expected to conduct themselves.

The Code of Conduct applies to all those carrying out work for or on behalf of Green Spring Education Trust ('the Trust'), and all are expected to observe the following guidance on the standards of behaviour.

Governors/Trustees are expected to observe the Trust's Scheme of Delegation in addition to this Code of Conduct. In addition to this policy, teachers have additional statutory obligations to adhere to the 'Teachers' Standards' and in relation to this code, Part 2 of the Teachers' Standards - Personal and Professional Conduct and 'Standards for Teachers and Trainers in Education'.

This policy applies to Green Spring Education Trust (GSET) and Green Spring Academy Shoreditch (GSAS) and references to 'the Trust' and 'the Academy' shall be taken to mean GSET and GSAS.

2.0 Our Principles

Everyone who carries out work for the Trust in any role is effectively the face of the Trust and will behave in a controlled, professional and dignified manner having regard to others rights and entitlements.

The Trust receives public funding and it is essential that all stakeholders have confidence that the Trust maintains the highest standards of conduct, governance, financial probity and ethical behaviour. Everyone is expected to ensure that decision making is open and fair and in conformity with the seven principles of Public Life, known as the Nolan principles.

This Code of Conduct covers some of the most important issues relating to personal conduct and gives a framework of standards and behaviour guidelines but it is not intended to be exhaustive.

One of the Trust's core values is the promotion of inclusivity and valuing diversity. The Trust seeks to ensure that the work environment for its employees is supportive, and one where individual respect is shown to all. All members of staff and students, regardless of their age, (dis)ability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, ethnic background, culture, sexual orientation, religion or belief, sex, socio-economic status or any other factor will be supported and encouraged to perform to their potential.

Other policies implemented by the Trust should be read in conjunction with this Code of Conduct and specific heed should be paid to the Academy's Dignity at Work Policy..

3.0 Standards of Conduct

General Behaviour

- Demonstrate high standards of conduct and integrity in order to encourage our pupils to do the same, this includes, role-modelling and setting examples of behaviour and conduct which can be replicated by pupils.
- Avoid hostile, menacing or aggressive behaviour and any behaviour, whether within or without the Academy, which may attract unfavourable publicity or otherwise bring the Academy into disrepute.
- Avoid the risk of allegations of abusive or unprofessional conduct by following the Academy's safeguarding, behaviour and disciplinary policies and procedures.
- Not engage in conduct outside work which could seriously damage the reputation and standing of the Academy or the Trust own reputation or the reputation of other members of the wider community that the Academy serves.
- Not undertake any work outside the Academy, either paid or voluntary, that conflicts with the interests of the Academy, nor which may contravene the working time regulations or affect an individual's work performance.
- Participate in full with all internal investigations in accordance with the Disciplinary policy and procedure.
- Respect confidentiality at all times, and to not share or reveal any sensitive information except to those colleagues who have a professional responsibility to be aware of such information.

Relationships with Students

- Maintain appropriate professional boundaries with students in accordance with the Academy's safeguarding and behaviour policies and procedures.
- Ensure any pre-existing relationships with pupils or their families are declared to the Academy.
- If there are occasions when there are social contacts between pupils and staff (for example, the parent and teacher are part of the same social circle), such contacts should be communicated to the Principal where there may be implications for the adult and their position within the Academy setting.
- Avoid contact outside of the Academy with present and past students and with parents or carers of pupils, on-line or through social networking.
- Ensure one to one working with pupils, and physical contact with pupils maintain appropriate boundaries and professional standards of behaviour at all times, which includes during school closures and home visits.

Personal Reputation

- Develop and maintain a co-operative and professional working relationship with governors, colleagues, contractors, suppliers and service partners at all times.

- Manage inter-staff personal relationships appropriately so that they do not impact negatively on Academy business.
- Avoid any area within their private lives that may affect their professional credibility while at the Academy.
- Avoid any criminal behaviour or offences that involve violence or possession or use of illegal drugs or sexual misconduct that are duly regarded as unacceptable by the Academy.

Drugs and Alcohol

- Avoid the use of non-medical drugs and alcohol which are strictly banned during contracted hours and during outside hours where their use impacts on Academy business, e.g. school trips/visits. It is a disciplinary offence to be on Trust premises and/or carrying out official duties when under the influence of alcohol or non-medically prescribed drugs. [See the Trust's alcohol and drugs policy].
- Specific exceptions being organised social or staff functions, farewells or opening ceremonies where responsible drinking of alcohol is permitted for adults only.

Conduct outside work

- The Trust does not seek to dictate how employees conduct themselves in their personal lives outside work. However, unlawful, anti-social or other conduct by employees which may jeopardise the Trust's reputation or position will be dealt with through the Trust's disciplinary procedure.

Communications, electronic media and social networking

- The Trust uses a variety of methods to communicate with its workers, students, service users and the community and to deliver services, including external and internal post and telephones, photocopying and printing, email, internet and social media. These facilities are provided for business purposes only.
- Communications using Trust facilities may be intercepted, recorded and monitored for business use and where appropriate for the detection and prevention of crime. This includes, but is not limited to, telephone calls, internet use, email and post.
- The standards set out in this Code of Conduct apply to the use of electronic media such as email, internet, blogs and social networking sites the same as they would to traditional media such as newspapers, television and radio.
- Everyone must abide by Trust policies and procedures relating to the security of information, data protection and use of electronic media, including email and the internet.
- Any use of social media such as Facebook, Twitter, LinkedIn, etc., during working time should be restricted to work related use only. Limited personal use of these types of sites and access to personal email is allowed during worker's break periods only but the standards set out in this Code of Conduct apply.

- Whether at work or not, social media must not be used to:
 - * post information which is confidential or which constitutes intellectual property;
 - * make negative comments about the Trust, its services, workers, customers or anyone linked to the Trust;
 - * harass or bully other workers (cyber bullying);
 - * make discriminatory comments of any kind about anyone linked to the Trust;
 - * post images or details of students or colleagues without their express permission;
 - * communicate with students.
- Additionally, staff should not:
 - * use their personal telephones (mobile or landline) to communicate with students and should only use Trust systems for any such communication; or
 - * provide students with their personal telephone numbers unless given express consent to do so by their Head Teacher.

Dress and Appearance

- The Trust does not operate a formal dress code, other than for those who are provided with a uniform and/or protective clothing. However, staff must ensure that their dress is appropriate for the situation in which they are working and that they present a professional image and one that reflects sensitivity to customer perceptions. This may reflect their ethnicity and lifestyle, but should not be provocative or cause offence to those with whom they have contact. Be neat, smart and professional in appearance and dressed appropriately in business attire or traditional dress, for the business of the day, and avoid casual dress, for example, jeans and t-shirts unless directed otherwise.
- Ensure that make up, jewellery, body piercing or tattooing is discreet and appropriate.
- Avoid clothing that is revealing or 'casual', for example jeans, vests, shorts, trainers and flip flops.

Honesty and Integrity

- Maintain high standards of honesty and integrity in their work, this includes the handling and claiming of money and expenses, and the procurement of property, equipment and facilities.
- Comply with the Bribery Act 2010 and be aware that 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. Further details and advice is available from the HR team.

4.0 Safeguarding

The Trust is committed to safeguarding children and expects exemplary behaviour and work in relation to safeguarding.

- 4.1 In particular, all workers have a duty to safeguard pupils at all times. Details of the safeguarding roles and responsibilities are given in the Academy's Safeguarding policy and procedure and Whistleblowing policy and procedure.
- 4.2 All workers will cooperate with colleagues and with external agencies where necessary to support pupils as part of their duty to safeguard pupils at all times.
- 4.3 When recruiting to posts involving access to children, managers, governors and trustees must follow the Trust's procedures to ensure safe recruitment.
- 4.4 All workers have an obligation to share with the school's Designated Safeguarding Lead (Karen McEwan, Assistant Vice Principal kmcewan@gsacademyshoreditch.org.uk) any information which gives rise to concern about the safety or welfare of a pupil/student, and to seek advice if in doubt.

5.0 Teacher Standards

Teaching staff need to recognise that failure to meet the standards of conduct required by the Teacher Standards, may result in disciplinary action, including dismissal.

5.1 Teacher Standards - Teaching

A teacher must:

5.1.1 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.

5.1.2 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

5.1.3 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

5.1.4 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)

5.1.5 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

5.1.6 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

5.1.7 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

5.1.8 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

5.2 Teacher Standards – Personal and Professional Conduct

5.2.1 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

5.2.2 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.

5.2.3 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

5.2.4 Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities

6.0 Financial probity and misuse of position

6.1 Everyone must use Trust funds responsibly and lawfully and only for designated purposes.

6.2 Anyone working for the Trust must not, either in their professional or personal capacity, use their position improperly to gain an advantage or disadvantage.

6.3 The facilities of the Trust may not be used for staff members' personal or outside interests without prior agreement. It is a criminal offence to defraud the Trust and any such activity should be reported to the relevant authority, such as HMRC or the police.

7.0 Confidentiality and data protection

7.1 The definition of what constitutes a confidential document is wide. Everyone is required to take their duty of confidentiality seriously and ensure the confidentiality of all information. All workers need to be mindful of the requirements of data protection legislation and should familiarise themselves with the Trust's policies and privacy notices.

7.2 Everyone has a duty to be alert to data protection breaches and if staff members have concerns regarding a potential breach, they should contact the Trust's Data Protection Officer immediately.

7.3 The confidentiality of all information received at work must be respected and information given out in the course of Trust business must be true and not misleading. Staff members with access to confidential information should not disclose that information to any other party or organisation unless authorised to do so. Anyone who requires guidance on data protection legislation should contact the Trust's Data Protection Officer in the first instance.

7.4 Everyone has a responsibility to ensure that electronic and paper data and information is kept secure at all times. Confidential information should not:

- be left unattended if being taken between home and work or between work places;

- be taken to entertainment or public places;
- be discussed where there is a possibility of being overheard.

7.5 Loss and misuse of information and data is a serious offence and is likely to result in disciplinary action which may lead to dismissal.

8.0 Conflicts of interest

The highest standards of behaviour are also expected in all areas of Trust life, especially where individuals are in positions to make decisions which may have significant impact on others. In all such cases it is important that decisions are taken in a fair and balanced way that can withstand external scrutiny. Conflicts of interest should be identified so that individuals are not involved in decisions where their actions could be seen as biased.

9.0 Health and safety

- 9.1 The Trust places a high priority on providing a safe working and learning environment and will act positively to minimise the incidence of all workplace risks as required by the Health and Safety at Work Act 1974 and other associated legislation. All activities should be carried out with the highest regard for the health and safety of employees, students, visitors and the public.
- 9.2 Our aim is excellence in health and safety, by means of continuous improvement of standards, and the comprehensive use of risk assessments so as to systematically remove the causes of accidents/incidents and ill-health.

10.0 Raising matters of concern

Employees have a right and a duty to raise concerns which they may have about breaches of the law or propriety by the Trust. This should normally be through HR in confidence. No individual who expresses their views in good faith and in line with this guidance will be penalised for doing so. See the Trust's whistle blowing policy in this regard.

11.0 Breach of the Code of Conduct

- 11.1 This Code of Conduct has been drawn up to provide a source of guidance to those working for or engaged by the Trust. All staff must comply with its provisions and the Trust's policies and procedures, breaches of which will be taken seriously and may result in disciplinary action up to and including dismissal.
- 11.2 Breaches of the Code of Conduct by individuals who are not directly employed by the Trust may be referred to their employer and they may be stopped from working for the Trust with immediate effect.

12.0 Review

This policy will be reviewed on the date specified on the front cover, or earlier if there is reasonable justification e.g. changes to legislation or the Teacher Standards.