



## Expectations and Code of Conduct Version 8.2

<p><b>Important:</b> This document can only be considered valid when viewed on the Trust website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p>	
<p><b>Name and Title of Author:</b></p>	<p>Lisa Longstaff, Director of People</p>
<p><b>Name of Responsible Committee/Individual:</b></p>	<p>Trust Board</p>
<p><b>Implementation Date:</b></p>	<p>Summer Term 2024</p>
<p><b>Review Date:</b></p>	<p>Autumn Term 2025</p>
<p><b>Target Audience:</b></p>	<p>All Staff</p>
<p><b>Related Documents:</b></p> <p>All Trust policies and procedures referred to are located on the trust website, <a href="http://www.theeducationalliance.org.uk">www.theeducationalliance.org.uk</a>.</p> <p>If English is not your first language, and you require assistance/translation, please contact the HR Department.</p>	<p>East Riding Safeguarding Children Partnership: Safeguarding in Education Code of Conduct Teacher Standards (School Teachers’ Pay and Conditions Document)</p> <p>Keeping Children Safe in Education (KCSIE)</p> <p>ICT Acceptable Use Policy</p> <p>Safeguarding and Child Protection Policy</p> <p>Low Level Concerns Policy</p> <p>Behaviour Policy</p> <p>Whistleblowing Policy</p> <p>Complaints Procedure</p> <p>Equality, Diversity, and Inclusion Policy</p> <p>Fraud Policy</p> <p>Gifts and Hospitality Policy</p> <p>Grievance Procedure</p> <p>Declarations and Conflicts of Interest</p> <p>Prevent Policy</p> <p>Disclosure and Barring Service (DBS) Policy</p> <p>Disciplinary Policy and Procedure</p> <p>Health and Safety Policy</p>

## Contents

Section	Page
<b>Policy Statement</b>	3
<b>1. Purpose and Scope</b>	3
<b>2. Roles and Responsibilities</b>	3
<b>3. Equality and Diversity</b>	4
<b>4. Principles</b>	4
<b>5. Safeguarding</b>	5
<b>6. Professional Behaviours and Relationships</b>	6
<b>7. General Responsibilities</b>	6
<b>8. Monitoring Compliance with and Effectiveness of the Policy</b>	6
<b>9. Review</b>	6
<b>Appendices</b>	
Appendix 1 Ethical Leadership Framework	7

## POLICY STATEMENT

We are here to make great schools and happier, stronger communities so that people have better lives. We do this by:

- Always doing what is right
- Trusting in each other and standing shoulder to shoulder
- Doing what we know makes the difference

Doing what is right means always acting with integrity, in the interests of others and being honest, open, and transparent. It also means behaving appropriately at work: being courteous; working collaboratively and supporting each other; treating others with dignity and respect; tackling issues and holding yourself and others to account; listening to each other; reflecting and acting in a calm, professional manner.

In education, we are guided by professional standards and ethics, including Teacher Standards and statutory documents, such as Keeping Children Safe in Education (KCSiE). The Education Alliance (TEAL) also has an ethical leadership framework, which captures how our behaviours, actions and decisions support our organisational sense of purpose (how we do things here). This code operates alongside several policies and procedures, some of which are detailed on the front page of this code.

### 1. PURPOSE AND SCOPE

All employees and any other persons working with TEAL are required to adhere to this code. We recognise the right of all staff to have a private life outside work and this policy is not intended to limit or restrict employee's choices outside working time. This code aims to help our staff protect themselves inside and outside work. Breaches of this policy could result in disciplinary action and the most serious cases could result in dismissal.

### 2. ROLES AND RESPONSIBILITIES

The **Trust Board** is responsible for approving the code and ensuring it reflects TEAL's values and ethos.

The **CEO** is responsible for ensuring that staff are treated fairly and consistently in the application of this code.

**The HR Department** is responsible for overseeing the introduction, implementation, monitoring and review of this document and will report to the CEO and Trust Board as required. The HR Department will provide advice, guidance and support in the implementation and application of this document.

**Managers and leaders** are expected to read and uphold this code, tackling minor breaches and infringements swiftly and effectively, whilst seeking support and guidance when managing more serious allegations. Managers and leaders are expected to act as positive role models, ensuring their own behaviours align with the ethos, values, and ethical leadership framework of the trust.

**Employees** are expected to familiarise themselves with this code, aligning their behaviours with the code and the ethos, values, and ethical leadership framework of the trust, whilst also ensuring they don't place their own reputation and that of the trust at risk. Whilst TEAL provides advice, guidance and support, employees are responsible for their actions. If any of the provisions contained within this code, related codes of practice or any other policies are not fully understood, employees must, in their own interests, seek clarification from their leadership team, HR, their Headteacher, the Executive Principal or the CEO.

### **3. EQUALITY AND DIVERSITY**

The Education Alliance is committed to:

- Promoting equality and diversity in its policies, procedures, and guidelines
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.
- All members of the community have a right to be treated fairly and equally, with dignity and respect.
- TEAL is opposed to and will not tolerate any form of discrimination, harassment, victimisation, and bullying and has procedures in place to deal with complaints of this nature.

### **4. PRINCIPLES**

Pupils, employees, parents/carers, trustees, members, and governors expect the highest standards of behaviour from our workforce. Staff should not put themselves in a position where their honesty or integrity could be called into question. Employees should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident which may give rise to concern. All employees should know the name of their designated person for child protection (the Designated Safeguarding Lead/DSL), be familiar with safeguarding and child protection arrangements and understand their responsibilities to safeguard children, as outlined in KCSIE, particularly Part One and Annex A. Teachers have a legal responsibility to report to the police, evidence, or disclosure that female genital mutilation (FGM) may have been performed.

The trust employs a diverse range of staff and all staff are expected to maintain high standards of ethics and behaviour, within and outside work by:

- Treating others with dignity and respect, building positive working relationships within appropriate parameters.
- Adhering to the organisation's policies and procedures. This includes safeguarding of pupils and professional conduct that doesn't result in others feeling bullied and/or harassed.
- Acting professionally at all times, welcoming diversity and difference, and upholding TEAL's ethos, values, and ethical framework.
- Maintaining high standards in their own attendance, performance, and punctuality.
- Working flexibly to meet the needs of the trust wherever possible.
- Familiarising themselves with the legal and statutory requirements and responsibilities that relate to working in a school as well as their areas of work and roles.

All staff working in the trust understand that the learning and wellbeing of young people sits at the heart of the organisation and this provides a central focus for their professional practice. Staff use their expertise to create safe, secure, and stimulating learning environments and teachers take into account individual learning needs, encouraging young people to actively engage in their own learning, developing their self-esteem and confidence.

All staff are expected to treat pupils and other staff fairly, with respect, taking their knowledge, views, opinions, and feelings seriously, valuing diversity, difference, and individuality. They model the characteristics they are trying to inspire in young people, including enthusiasm for learning, a spirit of intellectual enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for others.

Through our policies, procedures, training, and guidance, we wish to ensure that we can:

- Help all staff establish safe and responsive learning environments which safeguard children

- Reduce the risk of adults being unjustly accused of unprofessional, inappropriate, or abusive conduct
- Help staff to work safely to protect pupils and themselves
- Ensure that all staff are aware of what is regarded as appropriate or inappropriate conduct and practice

## 5. SAFEGUARDING

Staff must ensure they are familiar with, and follow, the child protection and safeguarding policies, procedures, systems, protocols, and guidance, ensuring they operate within legal and statutory frameworks, alongside any professional standards applicable to their role. Staff understand that safeguarding is at the heart of everything we do, and they understand that it is professionally and morally unacceptable for staff to breach safeguarding policies and procedures. Staff are required to access appropriate training, support and advice as required, including the completion of safeguarding and child protection training applicable to their role, which is undertaken during paid working time. Staff must maintain appropriate professional boundaries consistently with all pupils regardless of their age, and staff must not discuss or disclose intimate, inappropriate personal details about their relationships or family life.

If at any time a member of staff is concerned that an action or comment they have made may be misinterpreted or that a child behaves or makes a comment in a way that causes the member of staff concern in this respect, the member of staff should log their concerns immediately with the appropriate senior member of staff, such as their line manager or the Designated Safeguarding Lead (DSL).

Power and positions dictate that all adults working with pupils are in positions of trust concerning the young people in their care. A relationship between a staff member and a pupil cannot be equal due to the potential for exploitation and harm. Staff have a responsibility to maintain appropriate professionalism, avoid behaviour that might be misinterpreted, and report any incidents. It is an offence for someone aged 18 or over in a position of trust with someone under 18 to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. Any attempt by someone aged 18 or over in a position of trust to engage in or progress towards sexual activity or a relationship with someone who has recently left the school will be treated as a breach of trust. This means that staff should not use their position to gain access to information for their own advantage and/or a pupil's detriment, use their power to intimidate, threaten, coerce, or undermine students, use their status and standing to form or promote a relationship with a pupil, which is of a sexual nature.

Staff must remain vigilant and recognise the dangers, which may arise from private discussions with individual pupils, and where possible, discussions should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people. Whilst it is recognised that staff must remain mindful that different circumstances require different venues, meetings with pupils away from school premises are not permitted unless specific approval by the CEO, Executive Principal or Headteacher has been obtained.

Staff must ensure that they:

- Do not have a sexual relationship with **any** pupil. Having a sexual relationship with a pupil under 18 is a criminal offence regardless of consent and allegations of a sexual relationship with a pupil of any age will be viewed as a disciplinary matter befitting gross misconduct.
- Do not have any form of communication (verbal, non-verbal or electronic) with a child or young person, which could be interpreted as sexually suggestive or provocative.
- Do not make sexual remarks to, or about, a child or young person.

- Do not have conversations about a staff member's personal life or conversations of a sexual nature in the presence of children or young people.
- Do not have private electronic messaging with pupils or send messages from their private accounts/devices, and they must ensure all communications with pupils are made through official mechanisms (e.g. school established email accounts).

Comments by staff to pupils can be misconstrued, therefore as a general principal; staff must not make unnecessary comments, which may be construed as having a sexual connotation. It is also unacceptable for staff to introduce or encourage a debate amongst pupils, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson. However, it is also recognised that a topic raised by a pupil is best addressed rather than ignored.

## **7. PROFESSIONAL BEHAVIOURS AND RELATIONSHIPS**

All staff are expected to behave in a professional way that is not offensive to others and that cannot be deemed as bullying or harassment. Staff must treat colleagues and others with respect and positive regard at all times. Slurs and offensive banter will not be tolerated. All staff must contribute to and share responsibility for the corporate life of TEAL and the schools they work in. Staff must not criticise colleagues in front of parents, pupils, or other members of staff. They must respect the skills, expertise, and contribution each member of staff makes, and all staff are expected to make efforts to build productive working relationships with others in the interest of the pupils. Professionalism involves using judgement to make the right decisions and TEAL and school policies and procedures provide staff with additional guidance and clarity.

Any police investigations involving a member of staff, or charges brought against any member of staff for any criminal offence (including convictions and cautions), whether connected to their employment or not, must be reported immediately to their line manager or the HR Department. Failure to do so could be viewed as a disciplinary matter.

## **8. GENERAL RESPONSIBILITIES**

All media liaison relating to TEAL and school activities is managed by communications staff employed by the trust, in conjunction with Heads, the Executive Principal or the CEO. If an employee has ideas for positive stories about trust or school activities, or is approached by a journalist, they must refer to the Head, Executive Principal or the CEO before any information is given verbally, via e-mail or in writing. In exceptional circumstances (e.g. field trips) where such reference cannot be made, the member of staff in charge may assume authority.

Staff must not allow their personal or political beliefs or opinions to interfere with their work.

## **9. MONITORING COMPLIANCE WITH AND EFFECTIVENESS OF THE POLICY**

Effectiveness of and compliance with this policy will be monitored by the HR Department.

## **10. REVIEW**

This code will be reviewed annually via TEAL's JCNC.

## Ethical Leadership Qualities Competencies and Behaviours

Competency	We do this by
<b>Trust</b>	<p>Being reliable, consistent, credible, honest, humble, courageous, and kind.            Managing emotions and helping others to manage their emotions.            Keeping promises and doing what you say you will do            Having a genuine interest in others</p>
<b>Wisdom</b>	<p>Developing knowledge and real expertise, then sharing knowledge            Learning from mistakes and failures and admitting when we are wrong            Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.            Viewing systems, methods, models, and techniques as a means to an end, removing or changing them if they prove to be ineffective.</p>
<b>Kindness</b>	<p>Being kind, humble and authentic            Leading with compassion and care, listening, and seeing beyond the job role to the person            Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering, and elevating others.</p>
<b>Justice</b>	<p>Doing what is right, rather than what is popular or easy.            Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.            Ensuring rules are necessary and applying them in a consistent, transparent, and fair way, whilst allowing for discretion and common sense.            Valuing difference, building diverse teams, and encouraging others to behave responsibly towards the community and the environment.</p>
<b>Service</b>	<p>Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour            Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.            Removing barriers and blockers to enable others to do their jobs well            Leaving our egos at the door and putting ourselves in the service of others.            Channel ambition into our schools, not ourselves, and developing our successors</p>
<b>Courage</b>	<p>Looking in the mirror when something goes wrong.            Remaining calm, optimistic, and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.            Give the whole truth, the back-story and the why.</p>
<b>Optimism</b>	<p>Believing in our own ability, and the ability of others, to do what is right to change the world for the better.            Calling out negativity and cynicism            Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.</p>
<b>Vision</b>	<p>Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing, and assessing information, seeking opportunities for organisational development.            Scan the horizon, read, and research, share learning with others and collaborate to consider options, obstacles, and risks.            Believing in the potential of others; helping them be the best they can be.            Quickly taking in new information and translating that into recommendations, decisions, plans and projects.</p>