



## Expectations and Code of Conduct Version 7.1

<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 HR and Governance</p>
<p><b>Name of Responsible Committee/Individual:</b></p>	<p>Trust Board</p>
<p><b>Implementation Date:</b></p>	<p>September 2021</p>
<p><b>Review Date:</b></p>	<p>September 2023</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 (<a href="https://www.gov.uk/government/publications/school-teachers-pay-and-conditions">https://www.gov.uk/government/publications/school-teachers-pay-and-conditions</a>) Keeping Children Safe in Education (KCSIE) ICT Acceptable Use Policy Child Protection Policy Whistleblowing Policy Complaints Procedure Equality and Diversity Policy Fraud Policy</p>

	Gifts and Hospitality Policy Grievance Procedure Declarations and Conflicts of Interest Prevent Policy Disclosure and Barring Service (DBS) Policy Disciplinary Policy and Procedure
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Contents

Section	Page
<b>Policy Statement</b>	<b>3</b>
<b>1. Purpose and Scope</b>	<b>3</b>
<b>2. Roles and Responsibilities</b>	<b>3</b>
<b>3. Equality and Diversity</b>	<b>4</b>
<b>4. Principles</b>	<b>4</b>
<b>5. Safeguarding</b>	<b>5</b>
<b>6. Professional Behaviours and Relationships</b>	<b>7</b>
<b>7. General Responsibilities</b>	<b>7</b>
<b>8. Disclosure of Criminal Acts</b>	<b>8</b>
<b>9. Fraud and Theft</b>	<b>8</b>
<b>10. Monitoring Compliance with and Effectiveness of the Policy</b>	<b>9</b>
<b>11. Review</b>	<b>9</b>
<b>Appendices</b>	
Appendix 1 Ethical Leadership Framework	10

## 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 the seven principles of public life (the Nolan principles), Teacher standards and statutory documents, such as Keeping Children Safe in Education. The Trust also has an ethical leadership framework, which captures how our behaviours, actions and decisions support our organisational sense of purpose.

### 1. PURPOSE AND SCOPE

All employees and any other persons working with children are required to adhere to this code. The Trust recognises 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, and employees are reminded not to engage in behaviour in or outside the Trust, which might bring the Trust into disrepute. Breaches of this policy could result in disciplinary action and the most serious cases could result in dismissal.

The Code is compatible with the conventions contained in the Human Rights Act.

The Teacher Standards clearly set out the expectations of teachers, both in relation to their teaching and their personal conduct. These standards apply to all teaching staff employed by the trust and should be read in conjunction with this policy. All staff are encouraged to read the Teacher Standards, as they describe professional standards, some of which can apply to all roles in education.

### 2. ROLES AND RESPONSIBILITIES

The **Trust Board** is responsible for approving the code and ensuring it reflects the ethos of the trust.

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 outside of work. All staff are encouraged and supported to perform at their best at work, and they are expected to adhere to the Expectations and Code of Conduct. Whilst the Trust provides advice, guidance and support, employees are responsible for their actions. The Headteacher is responsible for making the code available to staff. 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.

### **4. PRINCIPLES**

Pupils, employees, parents/carers, trustees, members and governors expect the highest standards of behaviour from our workforce. Staff must not put themselves in a position where their honesty or integrity could be called into question.

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 the trust'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. Staff working with pupils respond sensitively to the differences in personal circumstances and home backgrounds of young people, recognising the key role that parents and carers play in children's education.

Staff work collaboratively in a multi-disciplinary way, with clarity and confidence about their own role and professional standards, understanding and respecting the roles and standards of other colleagues. They are keen to learn from others' effective practice and are always ready to share their own knowledge and expertise. They respect pupil and colleague's confidentiality wherever appropriate.

Staff should be aware that certain circumstances in their private and personal lives may impact upon their job and their suitability to work with children and young people. Staff should be aware that this will include information that they may place on social networking sites (or is placed about them by others). Staff are advised to follow professional codes of conduct at all times, such as Teacher Standards. They should not behave in a manner, which would impede their ability to work with children or act as a role model.

## **5. SAFEGUARDING**

All staff are expected to ensure the safeguarding of children and are required to:

- Work and behave safely and responsibly at all times, fulfilling their duty of care and ensuring they do not abuse their position of trust in any way, reviewing and reflecting on their own practice and behaviours.
- Understand that it is professionally and morally unacceptable for staff to breach safeguarding policies and procedures.
- Access appropriate training, support and advice as required, including the completion of safeguarding and child protection training as required for their role.
- Respond to any concerns about a child's wellbeing in line with the school Child Protection Policy.
- Respond in the same way to concerns that involve the behaviour of other adults in the school by following the Trust's Whistleblowing Policy and Child Protection Policy, alongside the statutory guidance, 'Keeping Children Safe in Education'.
- Understand that it is professionally, morally and in some cases legally unacceptable for staff not to carry out these responsibilities and failure to do so could result in disciplinary action.
- Be aware of current Teachers' Standards.
- 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).
- Report and record any incidents or indications that suggest a child or young person may have developed an infatuation with an adult, including the member of staff submitting the report.
- Always 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.
- Notify their line manager of any ongoing community activities or social contact with pupils' families, logging any concerns they have about contact with pupils or their families – either in the community or in the member of staff's private life, considering the appropriateness of social contact according to their role, whilst recognising and balancing this with the fact that so many of our staff and families are part of the communities we serve.
- Discuss with managers any relationship / association (in or out of school or online) that may have implications for the safeguarding of children in school and let their manager know of any relationship with a parent where it extends beyond the usual parent/professional relationship.

Staff need to be aware that they hold a position of power over young people and this power must not be used:

- To intimidate, bully, humiliate, threaten, coerce or undermine children or young people
- To form or promote relationships which are of a sexual nature, or which may become so

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

Staff must remain vigilant and recognise the dangers, which may arise from private interviews with individual pupils. Where possible, interviews 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.

There are occasions where it is appropriate for staff to have some physical contact with a pupil, but staff need to be aware that it is crucial that in all circumstances, staff should only touch pupils in ways, which are appropriate to their professional or agreed role and responsibilities. Staff must ensure that they never touch a pupil in a way, which may be considered indecent. Staff should also be prepared to report and explain actions and accept that all physical contact is open to scrutiny.

Physical contact can be misconstrued by others and whilst such contact may be well intended, it could lead to potential allegations of a safeguarding nature; therefore, physical contact should be kept to an absolute minimum.

Physical force must not be used as punishment, nor to modify behaviour, nor to enforce compliance of a pupil. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent the pupil from inflicting damage on themselves, others or property. In such circumstances, only minimum force necessary should be used in exceptional circumstances and in line with the school's policy on physical restraint. The school will ensure appropriate training is available to staff regarding de-escalation and use of reasonable force.

All staff need to 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 discuss your own sexual relationships, experiences or preferences with or 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.

Use of insensitive or unduly disparaging or sarcastic comments is unacceptable. Teaching materials of a sensitive nature could also be misinterpreted; therefore, staff are expected to use their professional judgement and they should seek advice if unsure.

## **6. 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 the Trust 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 the Trust's and school's policies and procedures provide staff with additional guidance and clarity.

## **7. GENERAL RESPONSIBILITIES**

An employee's work duties and private interests must not conflict. Employees must declare any private interests relating to their work duties.

The Trust's Prevent Policy outlines the principles and values underpinning the expectations of the Trust for preventing and responding to extremism.

Staff must not behave in a way that could place pupils, their colleagues, or themselves at risk, and must have regard to the duty of care described in the Trust's Health and Safety policies, acting in accordance with safe systems of work and codes of practice. Staff undertaking first aid must do so in line with school's First Aid Policy. Wherever possible, other adults should be made aware of the task undertaken and all incidents (no matter how minor) must be reported.

All media liaison relating to Trust and school activities is managed by communications staff employed by the trust, in conjunction with Headteachers, 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 Headteacher, 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.

Where an employee is writing material for publication, which refers specifically to the Trust, or one of the Trust schools (e.g. articles in professional journals) the employee must notify his or her Headteacher, the Executive Principal or the CEO, prior to publication. While it is appreciated and understood that much good practice within education comes from sharing experiences and expertise, the trust reserves the right to intellectual copyright over materials, research and innovative practices, which have been developed in conjunction with or as a result of employment with the trust.

Staff should be mindful that placing information into the public domain through social media such as (but not limited to) Facebook, Twitter and LinkedIn in relation to the trust, their school, or their work in general

would constitute communications with the media. The Trust's ICT Acceptable Use Policy provides further guidance which staff must familiarise themselves with, regarding the use of ICT and social media.

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

All staff are ambassadors for the Trust, and as such, they must maintain a standard of dress and appearance that is appropriate or required for the workplace and to the work being undertaken. Staff must be clean and tidy and ensure good personal hygiene. Where clothing is provided for health, safety and hygiene and/or uniform purposes, it must be worn. This includes lanyards and ID badges.

This Code of Conduct should be read in conjunction with organisational policies that relate to employee conduct and/or the workplace or system security policies and procedures, as detailed on the front page of this document.

## **8. DISCLOSURE OF CRIMINAL ACTS**

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. Further information can be found in the Disclosure and Barring Service Policy, located on the trust website.

Staff whose work involves driving for the trust must declare any motoring convictions to either their HR Department, Headteacher or Executive Principal.

## **9. FRAUD & THEFT**

Staff must not use their position to obtain gain for themselves, business associates, friends or family either directly or indirectly. The Governance Framework includes a Scheme of Delegation, which clearly details the decision-making powers each level of leadership has within the trust and this must be followed at all times. Senior leaders and staff involved in financial decisions in the Trust must use public funds responsibly and lawfully. They must work to ensure that the Trust and its schools use their resources prudently and within the law. The Trust's Scheme of Delegation, Financial Procedures and Regulations and those of the Education and Skills Funding Agency (ESFA) must be observed, alongside other legal and statutory requirements.

Defrauding and stealing (or attempting to do so) from the Trust, its schools or any person / organisation in any way will not be tolerated. This includes deliberate falsification of claims (e.g. time sheets, mileage and travel/subsistence allowances) with the intention of obtaining payment. Theft is a criminal offence and allegations of theft will be investigated under the trust's Disciplinary Policy and Procedure, potentially as an allegation of gross misconduct, which can result in dismissal. Staff must report genuine concerns relating to potential fraud, theft or unethical behaviour to the Headteacher, the HR Department, the Executive Principal or CEO. Further details are contained in the Whistleblowing Policy.

Any secondary employment (including voluntary work) undertaken must not conflict with the Trust or school's interests or bring it into disrepute. It must not interfere with the proper performance of a staff member's duties and must only be undertaken outside the employee's working hours. In such a case, it is the responsibility of the individual to ensure they meet with all the appropriate taxation, insurance and Working Time Regulations associated with being self-employed / an employee of another organisation.

Employees are expected to declare any other paid or voluntary work with their Headteacher or Executive Principal prior to taking it up. It is also recognised that for some staff, their substantive employment may be



in another organisation and their secondary employment is with the Trust. They must declare their substantive employment and ensure their combined work meets the requirements of the Working Time Regulations.

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

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

## **11. REVIEW**

This Policy and Procedure will be reviewed within two years of the date of implementation via the Trust's JCNC.

## Ethical Qualities, Competencies and Behaviours

Competency	We do this by	Behaviours
Trust – trustworthy and reliable	Earning trust by being reliable, consistent, credible, honest, humble, courageous and kind. Prioritising our long-term purpose first, above short-term goals. Managing emotions and helping others to manage their emotions. Keeping promises. Having a genuine interest in others, seeking to understand the whole person. Using a range of communication skills in a range of circumstances with a range of people, developing rapport, trust and a deeper level of understanding.	Live our values every day. Take every opportunity to communicate and apply our values, showing how they guide and inform decisions. Do what is right, rather than what is popular. Be accountable to your colleagues, pupils and the community, acting in service to other. Influence the behaviour of those around you. Take time to develop high trust relationships. Act selflessly to protect and enable the trust to achieve its purpose.
Wisdom – use experience, knowledge and insight	Developing knowledge and expertise, then sharing knowledge to enable collaborative convergence. Seeking learning opportunities, learning from mistakes and failures, and sharing the learning with others. Having, and encouraging in others, a growth mind-set. Believing in the potential of others and creating a safe learning environment, with systems that enable sharing of knowledge, collaboration and innovation. Recruiting knowledgeable, skilled experts and learning from them, helping them to flourish productively.	Share knowledge and expertise with others, developing a learning culture where people are encouraged to research, share and develop ideas collaboratively. Anticipate the future and help people prepare for change. Be open to opportunities and commit to learning every day. Recruit people who may be more expert than you, learn from them and develop next generation ethical leaders.
Kindness – demonstrate respect, generosity of spirit, understanding and good temper	Demonstrating respect, generosity of spirit, understanding and good temper. Being kind to others, seeking opportunities to serve others for the greater good Leading with compassion and care, listening and engaging with the person, not the job role. Using high levels of emotional intelligence, developing a sense of belonging and contribution. Building trust and rapport with others, by acknowledging, empowering and elevating others.	Be humble Bring your authentic self to work. Have the courage to be genuine. Lead with compassion, empathy and kindness. Show people you care about them. Search out opportunities for acts of kindness, a selfless act intended to bring help, happiness or joy to another person.
Justice – be fair and work for the good of all children	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. Seeing and acknowledging other people's strengths, knowledge and skills. Encouraging people to share and build on their strengths and successes across and beyond the trust.	Be accountable to others and serve our purpose. Be morally brave and stand up and be counted for what you believe in. Do the right thing, which might not be the easiest or most popular option.
Service – be conscientious and dutiful	Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. Removing barriers and blockers to enable others to achieve their goals, for the benefit of young people, maximising strengths and helping others to see possibilities and seize opportunities. Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. Leaving our egos at the door and putting ourselves in the service of others. Standing aside and championing others and their ideas and contributions.	Walk the talk and behave in an honest, open and fair way. Channel ambition into our schools, not ourselves, developing successors. Have intense professional will and personal humility. Have a systematic approach to manage the execution and delegation of tasks and be reliable. Create new habits, through the accumulation of different choices.
Courage – work courageously in the best interests of children and young people	Striving for honesty, sharing the full story wherever possible and as early as possible. Looking in the mirror when something goes wrong. Sacrificing personal or short-term goals for the achievement of longer-term, sustainable, shared goals. Relishing challenge and finding strength in each other, building organisational resilience. 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. Have skilfully led difficult conversations. Aim to exceed expectations and achieve things you thought you couldn't.
Optimism – be positive and encouraging	Believing in our own ability, and the ability of others, to do what is right to change the world for the better. Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. Being respectful, kind and sensitive to others and responding well to ambiguity, making positive use of the opportunities it presents.	Believe the best in others, help people progress and unlock their potential. Remain calm, professional, reliable and consistent. Manage your emotions well and help others do the same. Have and encourage a growth mind-set, believing abilities and talents can be cultivated. Set yourself challenging goals & work hard to achieve them.
Vision	Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. 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. Translating complex data and information into understandable messages for a variety of audiences. Sharing compelling stories that others can understand believe in and work towards.	Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. Think creatively; formulate strategies, plans and projects, aligned to our vision and values. Actively share a compelling vision, encourage people to get involved, maximise their strengths, develop colleagues and see opportunities to elevate them. Translate complex information with the intended audience in mind and communicate positively.