

Falcons Primary School



Code of Conduct for Employees in Schools

Approved by GB: June 2025

*Review Date: June 2030

*Subject to any changes in the interim period which may be made by the Headteacher and brought to the attention of the Governing Body.

School Vision and Ethos Statement

We encourage all members of the Falcons Community to respect one another, to know that everyone has an important part to play in maintaining and supporting the school to achieve the required standards, to take responsibility and be responsible, to strive for excellence and to try one's best in everything we do.

Our vision for Falcons Primary School is to be recognised as a school that values uniqueness, where children are provided with the skills to enable them to become:

- * successful learners
- * responsible citizens
- * creative thinkers and
- * reflective individuals.

SIKH ETHOS

The school draws on the teaching of the Sikh faith and is committed to providing not only an academic education, but one that will also encompass an underlying message of unity, equality and respect. High morals, discipline, love, compassion and selfless service towards all regardless of age, disability, , race, religion or belief, sex, and sexual orientation.. Falcon School will embrace a universal, inclusive approach to spirituality.

AIMS

To achieve our vision, we aim for all pupils, staff, governors and parents to:

- Work in unity to make Falcons School a welcoming, stimulating and successful school. Encourage good manners, self-discipline and the desire to be enthusiastic learners who grow into forward thinking responsible citizens who respect, value and care for themselves and others.
- Provide an ethos with clear boundaries and expectations, enabling all children to succeed and to reach their full potential confidently, in a safe and supportive environment.
- Become excellent lifelong learners who are independent and prepared for the wider world and aim high to achieve aspirational goals.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Objective, Scope and Principles At Falcons Primary School we believe in creating a whole school culture that is safe and inclusive. This Code of Conduct is designed to give clear guidance on the standards of behaviour all school employees are expected to observe. School employees are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all employees of the school, including the Headteacher and volunteers. This Code of Conduct does not form part of any employees' contract of employment.

In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the '*Teachers' Standards 2011, updated 2013, 2021*' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

All staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the required behaviour and attitudes

All staff must 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
- Ensuring any concerns are reported appropriately
- showing tolerance 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.

All staff 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.

All staff must have an understanding of, and always act within, the statutory framework that sets out their professional duties and responsibilities.

1. Setting an Example

- 1.1 All staff who work in school set examples of behaviour and conduct which can be observed by pupils. Staff must for example avoid using inappropriate or offensive language at all times.
- 1.2 All staff must demonstrate high standards of conduct in order to encourage our pupils to do the same.
- 1.3 All staff must avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 1.4 All staff must not perpetrate discrimination, bullying, harassment or intimidation, including physical, sexual and verbal abuse
- 1.5 All staff must not misuse or misrepresent their position, qualifications or experience
- 1.6 All staff must ensure their actions do not bring the school into disrepute
- 1.7 All staff must ensure they do not use school resources for political purposes
- 1.7 This Code helps all staff to understand what behaviour is and is not acceptable, regard should also be given to the disciplinary rules set out in Falcons Primary School's Disciplinary Policy and Procedure.
- 1.8 All staff are expected to familiarise themselves and comply with all school policies and procedures.

2. Safeguarding Pupils

In accordance with 'Keeping children safe in education 2024' (KCSIE), Staff have a responsibility to safeguard pupils.

- 2.1 Staff have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse and neglect. This also includes staff having an awareness of Female Genital Mutilation, Child Sexual Exploitation and its forms, Peer on Peer Abuse, Forced Marriage & Honour Based Violence, abuse linked to Faith and Culture, E-Safety and Online/Offline Protection, Prevent Agenda and Child missing from education, as per Keeping Children Safe in Education.
- 2.2 The duty to safeguard pupils includes the duty to report concerns about a pupil or colleague to the school's Designated Safeguarding Lead for Child Protection & Safeguarding.
- 2.3 Our schools DSL(s) - please refer to The Child Protection and Safeguarding Policy or the school website. Posters of our current DSLs are also displayed around the school.
- 2.4 Staff are provided with personal copies of the school's Safeguarding & Child Protection Policy and related policies/guidance annually in September
- 2.5 Staff should treat children with respect and dignity and must not seriously demean or undermine pupils, their parents or carers, or colleagues.
- 2.6 Staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils.
- 2.7 Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.
- 2.8 In accordance with the school's Child Protection Policy, staff will be required to identify pupils who may be subject to, or at risk of various types of abuse, neglect and exploitation including but not limited to the following:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Child-on child abuse
- Child Criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- Domestic abuse
- FGM
- Serious violence

2.9 Staff are required to understand that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.

2.10 Staff are expected to have a clear understanding of the school's policies and procedures with regards to safeguarding issues and the important role they play in preventing harm against pupils.

2.11 In accordance with the school's Safeguarding Policy, staff will be aware of the factors that could increase a pupil's risk of being subjected to safeguarding issues, including but not limited to:

- Pupils who require a social worker (Child in Need and Child Protection Plans)
- Children absent from education, particularly of any repeat absences/long periods of absences
- Pupils requiring mental health support
- LAC, PLAC and care leavers
- Pupils with SEND or health issues
- Elective Home Education
- Pupils who identify as or are perceived to be LGBTQ+.

2.12 All staff are required to ensure if they have any concerns about a pupil's welfare, they will act on them immediately. Staff must ensure that they follow the necessary reporting and referral procedures outlined in the school's Safeguarding Policy and speak to the DSL.

2.13 If a member of staff is unsure as to whether an incident or pupil would be classed as a safeguarding concern, they must discuss the matter with the DSL. Staff must not assume that a colleague will take action and share information that might be critical in keeping children safe.

2.14 Staff must recognise and understand that even if there are no reports of child-on-child abuse in the school, this does not mean it is not happening. Staff must recognise and understand the scale of harassment and abuse and challenge inappropriate behaviours between peers that are abusive in nature and report any concerns regarding any form of abuse to the DSL immediately and without undue delay.

2.15 All staff must ensure that if they have any concerns about a colleague's actions or intent or believes these actions may lead to a pupil being at risk of harm, will report these in line with the school procedures/whistleblowing policy. This includes any concerns relating to a volunteer, supply staff or an individual using school premises to host extra-curricular activities.

2.16 If a concern is regarding the Headteacher, staff will report this to the Chair of Governing Board.

2.17 If a member of staff feels unable to raise any concerns with the school, they will use other whistleblowing channels, including contacting the NSPCC's helpline on 000 028 0285 (between the hours of 8:00am and 8:00pm Monday to Friday) or email address help@nspcc.org.uk. Staff may also access guidance at www.gov.uk/whistleblowing.

2.18 All staff will undergo safeguarding and child protection training at induction. This will include training around online safety, particularly concerning the understanding of roles and responsibilities in relation to filtering and monitoring, in line with the filtering and monitoring standards.

2.19 Staff must understand and recognise that when teaching pupils about safeguarding and online safety, a one size approach may not be appropriate for every pupil and a more personalised approach may be needed for pupils who are vulnerable, victims of abuse and or have SEND.

2.20 Staff must ensure that victims are reassured that their concerns are taken seriously and that they will be supported and kept safe by the school. Staff must not give the impression to pupils that they are creating a problem by reporting abuse, sexual violence, sexual harassment, nor should a pupil be made to feel ashamed of reporting an incident.

2.21 Staff must ensure they understand the requirement to maintain an appropriate level of confidentiality, involving those who need to be involved, but must never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

2.22 Staff will be aware of the school's legal duty to make a referral to the DBS where they consider an individual has engaged in contact that has harmed or is likely to harm a child.

3. Relationships with pupils

3.1 Staff must declare any relationships that they may have with pupils outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff should not assume that the school are aware of any such connections. An example declaration form can be found in **Appendix 2** of this document.

3.2 Relationships with pupils must be professional at all times, physical relationships with pupils are not permitted and may lead to a criminal conviction.

3.3 Contact with pupils must be through authorised school mechanisms. At no time should personal telephone/mobile numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.

3.4 If contacted by a pupil by an inappropriate route, staff should report the contact to the Headteacher immediately.

3.5 Staff must not discuss personal information with pupils, such as concerning their lifestyle or marital status, unless it is directly relevant to the topic being discussed.

3.6 Staff must not engage in an ongoing support role beyond the scope of their professional role

3.7 Staff must not invite or allow pupils to visit their home.

4. Physical contact with pupils:

4.1 Staff must respect the personal space and privacy of all pupils ensure they avoid situations which result in unnecessary close physical contact.

4.2 The school recognises there are circumstances in which it may be necessary for staff to have physical contact with pupils, for example when administering first aid care. Staff must only do so in a professional and appropriate manner in line with the relevant school policies.

4.3 Staff must not touch a pupil in a way which may be indecent and will be aware that even well intended physical contact may be misinterpreted by a pupil, observer or anyone who the incident is described to, thus they must always be prepared to explain their actions.

4.4 Physical contact must never be secretive, if a member of staff believes their actions may be misinterpreted, they must report this to the Headteacher or if about the Headteacher to the Chair of Governors.

4.5 If a pupil is in distress and in need of comfort or reassurance, staff may use age appropriate physical contact, such as placing their hand on the pupil's shoulder. Staff must remain self-aware of their actions at all times and ensure their contact is at all times within professional boundaries and is not threatening, intrusive or subject to misinterpretation.

4.6 The school acknowledges that situations may arise in which staff members will be required to use physical intervention and, in some cases, reasonable force in order to manage a conflict, disruption and distressed behaviour when other measures have failed to do so. In such situations, staff must ensure that actions such as safe touch and reasonable force are used in a correct and safe manner, in accordance with the relevant legislation and national guidance.

4.7 In all interactions with pupils' staff will always behave and act in a respectful and professional manner and staff will be aware that extra caution and consideration may be needed where it is known that a pupil has previously suffered from abuse or neglect.

5. Showering and changing

5.1 Staff must ensure that pupils are treated with respect and privacy whilst they are changing, e.g before and after PE. However, a level of supervision is required to ensure that pupils are safe and that they are not subjected to bullying.

5.2 Staff must ensure that the level of supervision is appropriate to the needs and ages of the pupils and sensitive to the potential for embarrassment.

5.3 Staff must adhere to appropriate policies and risk assessments, e.g PE risk assessment and ensure that appropriate supervision and support is given to the pupils, including those who may require assistance with showering and changing.

5.4 Where possible, female staff should supervise girls and male staff should supervise boys.

5.5 Staff must ensure they announce their intention of entering the changing room to allow pupils to maintain their privacy and will only remain in the changing room for as long as necessary.

5.6 Staff must not change or shower in the same area as pupils.

6 Pupil Development

6.1 Staff must comply with school policies and procedures that support the well-being and development of pupils.

6.2 Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

6.3 Staff must follow reasonable instructions that support the development of pupils.

6.4 Staff must be prepared to identify those children who would benefit from Early Help intervention.

7. Honesty and Integrity

7.1 Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

7.2 All staff must comply with the Bribery Act 2010. 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. If you believe that a person has failed to comply with the Bribery Act 2010, you should refer to your schools Whistleblowing procedure.

7.3 Gifts from suppliers or associates of the school must be declared to the Headteacher, with the exception of 'one off' token gifts from pupils or parents. Personal gifts from individual members of staff to pupils are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.

7.4 Gifts from individual staff members to pupils should only be part of the school's rewards system and clearly outlined in school's policy.

8. Conduct outside of Work

8.1 Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community.

8.2 In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

8.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance in the school.

9. E-Safety and Internet Use

9.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' Online Safety and ICT Acceptable Use Policy at all times both inside and outside of work. This includes the dangers around 'Grooming' and 'Sexting' as outlined in the school safeguarding policies

9.2 Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

9.3 Staff should exercise caution in their use of all social media or any other web-based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter pupils either with their own profile or acting covertly.

9.4 Staff must ensure personal devices are used in accordance with the provisions outlined in the policies above and within the Staff ICT and Electronic Devices Policy and the Device User Agreement. Any personal electronic device that is brought into school is the responsibility of the user.

9.5 Personal devices must not be used in the following:

- Classrooms
- The school hall
- The school kitchen (excluding the kitchen staff room)
- Corridors
- Library
- ICT suite
- Toilets
- Changing rooms
- School playground and sports field/areas

9.6 Staff must not use their personal device during lesson time other in an emergency.

9.7 Staff must not use their personal devices to take photos or videos of pupils.

9.8 Contact with pupils should only be made via the use of school email accounts or telephone equipment when appropriate.

9.9 Photographs/stills or video footage of pupils should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in an appropriate and secure place in accordance with the schools' procedures on school equipment.

9.10 Staff are required to apply the highest security settings on any personal profiles they may have.

9.11 Staff will not engage in inappropriate use of social networking sites including contacting pupils of their family members, accepting or inviting friend requests from pupils or their family members or following pupils or family members on social media.

9.12 The school understands that some staff are also parents of pupils at the school and therefore may wish to contact other parents. When doing so, staff will exercise their professional judgement and will not contact family members on social media if this is likely to lead to a conflict of interest.

10 Photographs, Images and videos

10.1 All staff must act in accordance with the school's Electronic Device Policy.

10.2 Photographs, images or videos will only be taken using school equipment, using personal mobile phones for this purpose is prohibited and images of pupils must not be taken for personal use.

10.3 Staff must ensure that imagery and videos are kept in an appropriate and secure place in school

10.4 Pupils must not be photographed in a state of undress or semi undress or in a situation which could be considered as indecent or sexual

10.5 Staff must not take images of pupil's injury, bruising or similar (e.g following a disclosure of abuse) even if they have been requested to do so by children's social care and staff members must not make audio recording of any disclosure made by a pupil.

10.6 Parental consent must be obtained for photographs, or the pupils if they are deemed old enough and able to make the decision. The legislated age for consent is 13 and above, however this is only applicable for online services provided directly to children. For everything else, an appropriate age of consent is considered on a case by case basis by the DPO, Headteacher and a pupil's parents, where appropriate.

10.7 Staff must ensure where they do not have the appropriate pupil or parental consent for taking photographs, their wishes must be respected.

10.8 The Headteacher will be notified of the proposed use of imagery or video and the equipment and ensure that the use of such is included in lessons plans where this is necessary.

10.9 Staff understand that all photographs and videos will be available for scrutiny and staff will be prepared to explain and justify the images or footage taken.

10.10 Staff must ensure that consideration is given to the activities which are being filmed or photographed, to ensure that images or videos are not indecent and cannot be misused.

11. Data Protection and Confidentiality

11.1 Where staff have access to confidential information about pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil. Staff must ensure that they are aware of their responsibilities as laid out in the schools Data Protection Policy and in line with the core principles of the UK GDPR and the Data Protection Act 2018.

Staff members must not disclose sensitive information about the school, or its employees. The only exception to this being when the confidential information gives rise to concerns about the safety or welfare of a pupil.

11.2 All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate authority to deal with the matter.

11.3 However, staff have an obligation to share with their manager or the school's Designated Safeguarding Lead any information which gives rise to concern about the safety or welfare of a pupil. Staff must **never** promise a pupil that they will not act on information that they are told by the pupil. Staff should never promise a pupil confidentiality or 'keep a secret' as this may ultimately not be in the best interest of a child¹.

12. Dress and Appearance

12.1 All staff must dress in a manner that is appropriate to a professional role and promoting a professional image.

12.2 Staff should dress in a manner that is not offensive, revealing or sexually provocative.

12.3 Staff should dress in a manner that is absent from political or other contentious slogans.

13. Disciplinary Action

13.1 Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including but not limited to dismissal.

14. Compliance

14.1 All staff will be issued with a copy of the Code of Conduct as part of the induction process.

Professional Responsibilities when using any form of ICT, including the Internet, in school and outside school

14.2 For your own protection, Falcons Primary School advises that you:

- Ensure all electronic communication with pupils, parents, carers, staff and others is compatible with your professional role and in line with school policies
 - Do not talk about your professional role in any capacity when using social media such as Facebook, Twitter, Instagram and YouTube, etcetera
 - Do not engage in any inappropriate mobile phone communication via instant messaging sexting with pupils or parents
 - Do not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with your professional role
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- Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school video camera/camera
- Only take images of pupils and/or staff for professional purposes, in accordance with school policy, with the knowledge of SLT and using schools' equipment only
- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory
- Ensure that your online activity, both in school and outside school, will not bring the school or professional role into disrepute
- Your school e mails should be checked daily, as a minimum on working days or every other day if one day is particularly busy
- You have a duty to report any online incident which may impact on you, your professionalism or the school to your DSL or SLT
- Ensure you are an active participant in online safety education, taking personal responsibility for your awareness of the opportunities and risks posed by new technologies.
- Do not use any communications device, whether school provided or personally owned, for the purposes of bullying or harassment of others in any form.
- Ensure that you report any known misuses of technology, including the unacceptable behaviours of others.
- Respect the school's technical safeguards which are in place. Any attempt to breach technical safeguards, conceal network identities, or gain unauthorised access to systems and services, is unacceptable.
- Ensure that you report any failings in technical safeguards which may become apparent when using the systems and services.
- Ensure that you protect your passwords and personal network logins and ensure that personal data (such as data relating to safeguarding) is kept secure and used appropriately e.g., saved to an encrypted storage device. You should log off or lock a workstation when leaving it unattended. Any attempts to access, corrupt or destroy other users' data, or compromise the privacy of others in any way, using any technology, is unacceptable.
- Ensure that you use network resources responsibly. Wasting staff effort or networked resources, or using the resources in such a way so as to diminish the service for other network users, is unacceptable.
- Ensure that you take responsibility for looking after school ICT equipment and report any damage e.g. hardware/software/virus to the Network Manager/ School Business Manager.
- Ensure that you understand that network activity and online communications are monitored, including any personal and private communications made via the school network and/or school equipment outside of the school network.
- Ensure that you take responsibility for reading and upholding the standards laid out in the Online Safety and Acceptable Use policies
- Ensure that you respect copyright and intellectual property rights.

Appendix 1 - DfE – Teachers Standards²

In addition to teachers having an understanding of Teachers Standards, it is advised that all staff have read and are aware of the 'Guidance for safer working practice for those working with children and young people in education settings, October 2015'.³

Department for Education 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 as teachers 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.	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.
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.	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.
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.	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.
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).	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.
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.	

Falcons Primary School

Appendix 2

² Teachers' Standards, Guidance for school leaders, school staff and governing bodies, July 2011(introduction updated June 2013) Part 2

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf

³ <http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Relationships with pupils outside of work declaration

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students:

Employee Name	Student Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school, I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring
- I emphasise to parents that this is done completely independently of the school
- No monies come through the school at any point, informally (e.g. via the child) or formally
- No private tutoring is to take place on the school premises

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed..... **Date**.....

Once completed, signed and dated, please return this form to the Headteacher/Office Manager