



WALTHAMSTOW HALL
SEVENOAKS

CODE OF CONDUCT FOR TEACHING AND SUPPORT

STAFF

Including the Early Years Foundation Stage

I. Overview

At Walthamstow Hall we seek to provide a safe and supportive environment that secures the well-being and very best outcomes for students in our care.

This document should clarify what is expected in terms of professional behaviour; it gives clear advice about what constitutes illegal behaviour and what might be considered as misconduct. It also describes safe practice and which behaviours should be avoided. This policy should be read in conjunction with the Department for Education (DfE) Teachers Standards that can be found in Appendix I and the school's Whistleblowing Policy

If a member of staff does not follow this code of conduct this may lead to disciplinary procedures.

There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action already taken or proposed.

II. Core Principles

- The welfare of students and staff is paramount.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff must avoid any behaviour that might bring the School or the teaching profession into disrepute.
- Staff should work, and be seen to work in an open and transparent way.
- Staff 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.
- Records should be made of any such incident and of decisions made of further actions agreed.
- Staff should apply the same professional standards in keeping with the School's Equality Policy and recognise that the School will not tolerate any discriminatory behaviour.
- All staff should know the name of their designated person for child protection (Miss Stephanie Ferro, Mr Carl Hughes, Mrs Nicky Armitage), be familiar with child protection arrangements and understand their responsibilities to safeguard and protect students.

- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary or criminal action being taken against them.

Safe Working Practices for the Protection of Students and Staff at Walthamstow Hall

1. Introduction

This guidance has been produced to help all staff establish the safest possible learning and working environments. The aims are to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

This means that these guidelines:

- *Apply to **all** adults working in education settings whatever their position, roles, or responsibilities.*

2. Duty of Care

Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect students from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and students and behaviour by staff that demonstrates integrity, maturity and good judgement.

There are legitimate high expectations about the nature of the professional involvement of staff in the lives of students. When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers have a duty of care towards their employees which requires them to provide a safe working environment for staff and guidance about safe working practices.

This means that staff should:

- *Understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached.*
- *Understand how to raise a concern and contact designated staff or partner agencies if they have a concern about a child, particularly if the normal arrangements have been amended.*
- *Understand their duty to uphold fundamental British values:*
 - *Democracy.*
 - *The rule of law.*
 - *Individual liberty.*
 - *Mutual respect.*
 - *Tolerance of those of different faiths and beliefs.*
- *Uphold the prohibition of extremist speakers from being invited into School.*
- *Always act, and be seen to act, in the pupil's best interests.*
- *Avoid conduct which would lead any reasonable person to question their motivation and intentions.*
- *Take responsibility for their own actions and behaviour.*

This means that The School should:

- *Ensure that safeguarding procedures are in place and reviewed.*
- *Update or amend their CP policy and other safeguarding policies in the light of*

DfE guidance on safeguarding children during the COVID pandemic..

- *Ensure that if there is no trained DSL on site, a senior member of staff is identified to lead on safeguarding issues and emergency contact details for off-site DSL is available.*
- *Ensure that systems are in place for concerns to be raised.*
- *Ensure that adults are not placed in situations which render them particularly vulnerable.*

3. Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight, however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the students which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the pupils in their charge and in so doing, will be seen to be acting reasonably.

This means that where no specific guidance exists staff should:

- *Discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.*
- *Always discuss any misunderstanding, accidents or threats with a senior leader.*
- *Always record discussions and actions taken with their justifications.*

4. Power and Positions of Trust

All adults working with students in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people; staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

This is as relevant in the online world (particularly Social Media) as it is in a physical setting; staff engaging with pupils and / or

This means that staff should not:

- *Use their position to gain access to information for their own advantage. and/or a students' or family'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 School pupil, which is of a sexual nature, or which may become so.*
- *Attempt to initiate a relationship with a recent ex-pupil, which is of a sexual nature, or which may become so.*

parents online have a responsibility to model safe practice at all times.

Where a person aged 18 or over is in a position of trust with a pupil under 18, it is an offence for that person to engage in sexual activity. Where a person aged 18 or over is in a position of trust established with a person who has only recently left the School, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.

5. Confidentiality

Members of staff may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or her family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.

Confidential information about students should never be used casually in conversation or writing or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed, the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential, they should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

This means that staff:

- *Are expected to treat information they receive about students in a discreet and confidential manner.*
- *In any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff.*
- *Need to be cautious when passing information to others about a student.*
- *Need to know to whom any concerns or allegations should be reported.*

Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

6. Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, students and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting by behaving in a way that may indicate their unsuitability to work with children, so it is important to exercise due care and attention when outside of the School environment.

Membership of organisations whose goals are in conflict with the values and equality policies of the School is not acceptable.

This means that staff should not:

- *Behave in a manner which would lead any reasonable person to question their suitability to work with students or act as a role model.*
- *Drink alcohol with current pupils in public or private places, nor purchase alcohol for pupils. There may be exceptional circumstances where a member of staff may be personal friends with a parent which mean that normal social life will bring the student into social contact with a member of staff. However, generally, if a member of staff finds themselves in a pub or other meeting place in which current pupils are drinking, the member of staff should not join the pupils and may need to draw the attention of bar staff to the age of the pupils. It is difficult to determine exact regulations in this area; if a member of staff feels that there are exceptional reasons why the general restriction on drinking alcohol with students should not apply, they should discuss the matter with a senior member of staff.*
- *Drink alcohol when supervising pupils or on School trips. This applies even when there are no pupils present, as the member of staff may be called to act if an emergency occurs.*
- *Make inappropriate remarks to a student (including email, text messages, phone or letter etc.)*
- *Discuss their own sexual relationships with or in the presence of students.*
- *Discuss a student's sexual relationships in inappropriate settings or contexts.*
- *Make (or encourage others to make)*

unprofessional personal comments in any form of communications (e-mail, conversations or social networking comments).

Staff must:

- *Be aware that their behaviour in their personal lives may impact upon their work with students.*

7. Dress and Appearance

Staff should consider the manner of dress and appearance appropriate to their professional role. We require students to be smart in their uniform. Smart and professional appearance is expected at all times for staff. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake; this also applies to online or virtual teaching or when working with small groups on site (in the case of the School remaining open to vulnerable children or those of critical workers).

Those who dress or appear in a manner which could be considered as inappropriate (which might include tattoos or piercings) could render themselves vulnerable to criticism or allegation. Appropriate personal presentation is expected of staff. If you are unsure whether a piercing, tattoo or dress is inappropriate you should discuss with a Senior Leader.

This means that staff should ensure their appearance and clothing:

- *Promote a positive and professional image.*
- *Are appropriate to their role.*
- *Do not distract, cause embarrassment or give rise to misunderstanding.*
- *re absent of any political or otherwise contentious slogans.*

8. Gifts

Staff should be aware of the details of this School policy regarding arrangements for the declaration of gifts received and given.

Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

Under the Bribery Act 2010 it is a criminal offence for a teacher to accept a lavish gift which induces him or her to favour one pupil over others.

There are occasions when students or parents wish to pass small tokens of appreciation to

This means that staff should:

- *Ensure that gifts received or given in situations which may be misconstrued are declared.*
- *Ensure that gifts of significant value are declared.*
- *Generally, only give gifts to an individual young person as part of an agreed reward system.*
- *Where giving gifts other than as above, ensure that these are of insignificant value and given to all students equally.*

staff, for example at Christmas or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact the Bursar. Any member of staff receiving gifts or entertainment valued at more than £100 must disclose this to the Bursar.

Members of staff may not give personal gifts to students. It is acceptable for staff to offer prizes of small value in certain tasks or competitions.

9. Infatuations

Staff need to be aware that it is not uncommon for students to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff who becomes aware that a student may be infatuated with themselves or a colleague should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

This means that staff should:

- *Report to senior colleagues any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff.*
- *Be mindful if they are alone in a room with a student. Either meet in a room with a glass-fronted door, or leave the door open and inform another member of staff. Ensure you are never alone with a student suspected of having an infatuation with you.*

10. Personal Living Space

No student should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents and senior leaders or the home has been designated by the organisation or regulatory body as a work place e.g. childminders, foster carers.

This means that staff should:

- *Be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations.*
- *Be mindful of the need to maintain professional boundaries.*

11. Communication with students (including the use of technology)

Communication between students and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites, social networking sites, online gaming and blogs. Adults should not share any personal information with a student. They should not request, or respond to, any personal information from the student, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with students so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.

They should not give their personal contact details to students including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior leadership and parents or is an emergency. Further guidance is laid down in the School's Mobile Phone Policy.

E-mail or text communications between an adult and a student outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites, such as social networking, instant messaging or gaming.

Communication with ex-students who are over 18 is left to staff discretion. Please be conscious of the fact that ex-students may be in contact with current students.

Be aware that actions that bring the School into disrepute could lead to disciplinary procedures being taken.

This means that staff should:

- *Use School email where possible to communicate with students.*
- *Only give their personal contact details to students, including their mobile phone number for professional reasons and with the knowledge of their line manager.*
- *Communicate with students in an appropriate and professional manner, making sure that parents have given permission for this form of communication to be used.*
- *Only make contact with students for professional reasons.*
- *Not use internet or web-based communication channels to send personal messages to a student.*
- *Never have images of students stored on personal cameras, devices or home computers.*
- *Not make images of students available on the internet, other than through the school network/website, without permission from parents and senior teachers.*
- *Be cautious in their contact with ex-pupils, as there is still a professional relationship and there may be contact with current pupils.*

12. Social Contact

Staff should not establish or seek to establish social contact with students, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response but should always discuss this with a senior leader. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming.

Staff should not give their personal details such as their home or e-mail address; social network sites, gamer tags or web pages to students unless the need to do so is agreed with senior leadership.

This means that staff should:

- *Have no secret social contact with students.*
- *Consider the appropriateness of the social contact according to their role and nature of their work.*
- *Always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme.*
- *Advise senior leadership of any regular social contact they have with a student or parent which may give rise to concern.*
- *Report and record any situation, which they feel, might compromise the School or their own professional standing.*

13. Social Networking Sites and Online Gaming

Walthamstow Hall staff may use social networking sites for personal use. However, the School requires that profile and photos of the member of staff are 'locked down' as private so that students or parents do not have access to your personal data or images.

Staff must deny current or recent students access to your profile so you do not put yourself in a vulnerable position.

Staff should be aware that they leave themselves open to a charge of professional misconduct if images of a member of staff in a compromising situation are made available on a public profile by anyone.

If a student does gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior leadership should be informed immediately.

Where relationships exist between staff and those who are also parents at the School, or personal friends who are parents at the School, social networking is acceptable, but

This means that staff should:

- *Lock down their profile to ensure that data and images are not freely available. Seek advice if you are unsure how to do this.*
- *Not permit current and recent students or parents to have access to your profile.*
- *Ensure all your passwords are kept strong and secure.*
- *Be aware that images of others should be protected and be treated as carefully as you would your own.*
- *Be aware of apps such as Snapchat and possible implications of its use.*

caution must be exercised so that professional standards are maintained and staff do not compromise themselves or the School.

As soon as a member of staff becomes aware that they are in an online game with a student of Walthamstow Hall, the member of staff should cease to play against that student and should not enter any games containing that player as part of the group.

Under no circumstances should staff seek out students and/or share their own gamer tags/ID with students, or use School equipment to play online games.

14. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, such as to administer First Aid or for care of Early Years pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with students, this should be in response to their needs at the time, of limited duration and appropriate.

Staff should use their professional judgement at all times about the appropriateness of any physical contact with either pupils or other members of staff.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident, and circumstances should be made clear to senior staff.

Physical contact, which occurs regularly with an individual student, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the

This means that staff should:

- *Be aware that even well intentioned physical contact may be misconstrued by the student, an observer or by anyone to whom this action is described.*
- *Never touch a student in a way which may be considered indecent.*
- *Always be prepared to explain actions and accept that all physical contact be open to scrutiny.*

This means that staff should:

- *Ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior leadership.*
- *Provide staff, on a 'need to know' basis, with relevant information about vulnerable students in their care.*

subject of an agreed and open School policy and subject to review.

15. Physical Education and other activities which require physical contact

Some staff, for example, those who teach PE and games, or who offer music tuition, will on occasions have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

16. Showers and Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment.

Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the students.

17. Students in Distress

There may be occasions when a distressed student needs comfort and reassurance. This may include age – appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not

This means that staff should:

- *Consider alternatives, where it is anticipated that a student might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable student in the demonstration.*
- *Always explain to a student the reason why contact is necessary and what form that contact will take unless their safety is at immediate risk.*

This means that staff should:

- *Avoid any physical contact when students are in a state of undress.*
- *Avoid any visually intrusive behaviour and where there are changing rooms.*
- *Remain in the room when groups are changing.*
- *Give sensitive students the opportunity to change privately.*

This means that staff should not:

- *Change in the same place as students.*
- *Shower with students.*

This means that staff should:

- *Consider the way in which they offer comfort to a distressed student.*
- *Always tell a colleague when and how they offered comfort to a distressed student.*
- *Record situations which may give rise to concern.*

threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance she/he should seek further advice from a senior leader.

18. Behaviour Management

All students have a right to be treated with respect and dignity. Staff should not use any form of degrading treatment to punish a student. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments is not acceptable in any situation. If you feel that a situation has occurred where the use of sarcasm, demeaning or insensitive comments have been used, please inform a senior leader.

This means that staff should:

- *Not use force as a form of punishment.*
- *Try to defuse situations before they escalate.*
- *Keep parents informed of any sanctions.*
- *Adhere to Walthamstow Hall's Behaviour policy.*

19. Care, Control and Physical Intervention

Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

This means that staff should:

- *Always seek to defuse situations.*
- *Always use minimum force for the shortest period necessary.*

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

20. Sexual Contact with Students

This means that staff should:

Any sexual behaviour by a member of staff with or towards a student, of any age is both illegal and inappropriate. Students are protected by the same laws as adults in relation to non-consensual sexual behaviour.

- *Not pursue sexual relationships with children and young people either in or out of School.*
- *Avoid any form of communication with a child or young person which could be*

They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust.

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

21. One to One Situations

Staff working in one to one situations with children and young people – such as Visiting Music Teachers (VMTs) and SEN teachers – are more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and students are met.

Pre-arranged meetings with students away from the School premises should not be permitted unless approval is obtained from their parent and the Headmistress or other senior colleague with delegated authority.

During the current School closures, the DfE suggests that if there is only one vulnerable child or child of a critical worker, the School should consider closing, and liaise with the local authority to identify alternative provision; e.g., at a hub school. If the School must remain open with only one or two children, there should be more than one member of staff to meet fire safety, first aid, supervision and other emergency procedures. In EYFS settings, there must be at least one person trained in paediatric first aid, even if there is only one child on site

interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.

This means that the School should:

- *Keep pupil numbers under constant review.*
- *Ensure that risk assessments and emergency procedures are reviewed in the event of lone working / very small numbers on site.*

This means that staff should:

- *Work one to one with a child only where absolutely necessary and with the knowledge and consent of senior leaders and parents/carers.*
- *Be aware of relevant risk assessments, policies and procedures .*
- *Ensure that safeguarding training is up to date and that specific training videos for VMTs have been seen and advice is followed.*
- *Avoid meetings with students in remote, secluded areas of the School.*
- *Ensure there is visual access and/or an open door in one to one situations.*
- *If the meeting concerns a matter outside the scope of normal School/work homework issues, it is advisable to inform other staff of the meeting beforehand, assessing the need to have them present or close by.*
- *Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the*

interpretation of secrecy.

- *Always report any situation where a child becomes distressed, anxious or angry to a senior colleague.*
- *Consider the needs and circumstances of the child/children involved.*

When delivering remote learning, staff will:

- only use online tools that have been evaluated and agreed by leadership.
- ensure remote learning activities are planned in accordance with our curriculum policies, taking learner needs and technology access into account.
- where possible, pre-record content.

If remote learning is taking place 'live' using webcams or chat facilities, staff and learners will ensure a professional environment is maintained.

This means:

- *Staff will record the length, time, date and attendance of any online lessons/contact held or made.*
- *Live sessions will include a second member of staff in the Team channel where possible.*
- *Sessions will not be delivered in any 1:1 situation, unless pre-approval has been given by the DSL and/or Headmistress and the session is recorded.*
- *Staff will record any online lessons so they can be audited or accessed later if required; learners and staff should be made aware that lessons are being recorded. Please also refer to the School policy on Taking, Using and Storing Images of Children.*
- *Staff will agree online behaviour expectations with learners at the start of lessons.*
- *Staff will revisit our acceptable use of technology policy with learners as necessary.*
- *All participants will wear suitable dress, use professional language, and ensure backgrounds of videos (live or pre-recorded) are neutral and appropriate.*
- *Staff and learners should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.*
- *Where possible, other household members should not be in the background or shot; if this unavoidable, they should follow appropriate language and behaviour expectations.*
- *If Live streaming, staff will mute and/or disable learners' videos and microphones, as required.*

22. Transporting Children

In certain situations, for example out of School activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

This means that staff should:

- *Plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements.*
- *Ensure that they are alone with a child for the minimum time possible.*
- *Be aware that the safety and welfare of the child is their responsibility until this is*

Wherever possible and practicable, it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded. Please refer to the staff Driving Policy.

23. Co-curricular activities

Staff should take particular care when supervising students in the less formal atmosphere of a residential setting or after-School activity.

During School activities that take place off the School site or out of School hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish a personal relationship or friendship.

Where out of School activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Students, staff and parents should be informed of these prior to the start of the trip. Please refer to the School Visits Policy

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

- safely passed over to a parent/carer.*
- *Report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures.*
- *Ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety.*
- *Take into account any specific needs that the child may have.*

This means that staff should:

- **Always** *have another adult present in out of school activities, unless otherwise agreed with senior staff in the School*
- *Undertake a risk assessment.*
- *Have parental consent to the activity*
- *Ensure that their behaviour remains professional at all times.*

24. First Aid and Administration of Medication

The School has a First Aid Administration of Medicines policy which must be adhered to at all times.

25. Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis due to medical reasons

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents and the organisation must be negotiated, agreed and recorded. Any changes to the care plan should be made in writing and without delay, even if the change in arrangements is temporary; e.g. staff shortages, changes to staff rotas during the pandemic.

Intimate and personal care should not be carried out by an adult that the child does not know. Anyone undertaking intimate / personal care in an education setting is in regulated activity and must have been checked against the relevant DBS barred list, even if the activity only happens once; this includes volunteers. Volunteers and visiting staff from other schools should not undertake care procedures without appropriate training.

This means that education settings should:

- *Have written care plans in place for any pupil who could be expected to require intimate care.*
- *Update care plans in writing where appropriate; e.g. because there are changes to staff rotas, etc.*
- *Ensure that pupils are actively consulted about their own care plan.*
- *Ensure that intimate / personal care is provided by staff known to the child.*
- *Ensure that only individuals that have been checked against the relevant DBS barred list are permitted to engage in intimate or personal care.*
- *Ensure that temporary or visiting staff have been trained in intimate and personal care procedures.*

This means that staff should:

- *Make other staff aware of the task being undertaken.*
- *Explain to the child what is happening.*
- *Consult with colleagues where any variation from agreed procedure/care plan and share this information with parents.*
- *Record the justification for any variations to the agreed procedure/care plan and share this information with parents.*
- *Inform parents of their child's intimate care through Tapestry-memo-#Intimate Care. This was introduced during the COVID19 pandemic and replaces the intimate care folder. Use of Tapestry for this purpose will continue after COVID procedures are removed.*

This means that the School should not:

- *Allow any adult to assist with intimate or personal care without confirmation from senior leaders that the individual is not barred from working in regulated activity.*

26. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the Governing body's required policy on Sex and Relationships Education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the Science curriculum).

27. Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, out of school activities for publicity, or to celebrate achievement only with equipment supplied and owned by the school.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.

Using images of children for the School's publicity purposes has already had the consent of parents through the Photographic Permission Form. Images should not be displayed on other websites, in publications or in a public place without additional consent.

This means that staff should:

- *Have clear written lesson plans that have been shared and discussed with their Line Manager.*

This means that staff should not:

- *Enter into or encourage inappropriate or offensive discussion about sexual activity.*

This means that staff should:

- *Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded.*
- *Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.*
- *Ensure that all images are available for scrutiny in order to screen for acceptability.*
- *Be able to justify images of children in their possession.*

This means that staff should not:

- *Have images of students stored on personal cameras, devices or home computers.*
- *Make images of students available on the internet, other than through the School network/website with permission from parents and senior teachers.*

Cameras in Early Years

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. This is an effective form of recording progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Personal mobile phones should not be used for taking photographs of children in our care.

This means that staff should ensure that:

- *Only the designated setting camera, School mobile phone or iPad is to be used to take any photo within the setting or on outings.*
- *Images taken on these devices must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.*
- *School issued mobile phones may be used to record events such as School trips or sporting events and appropriate images may be transferred to Marketing for use on the School website.*
- *All staff are responsible for the location of the camera, phone and iPads. At all times the camera, phone and iPad must be placed in a prominent place where they can be seen. The camera and iPad must be locked away at the end of every session.*
- *Images taken and stored on the camera, phone and iPad must be downloaded as soon as possible (usually within a week).*
- *Images must only be down-loaded by the nominated members of staff.*
- *Ideally images should be downloaded on-site. Should this facility not be available these may be downloaded off-site and erased from the computer as soon as the images have successfully been printed.*
- *Photographs should then be recorded in children's learning journeys as soon as possible and kept secure*
- *Under no circumstances must cameras of any kind be taken into the toilets or changing areas.*

28. Internet Use

Walthamstow Hall has a clear policy about access to and the use of the Internet and e-Safety. This must be adhered to at all times.

Under no circumstances should adults in the School access inappropriate images either on their own devices or school equipment. Accessing

This means that staff should ensure that:

- *They have read, understood and follow the most updated version of the Safeguarding Child Protection Policy Addendum in Response to Covid-19*

child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to prosecution and the individual being barred from work with children and young people.

Using School equipment to access inappropriate or indecent material, including adult pornography, would normally lead to disciplinary action, particularly if, as a result, students might be exposed to inappropriate or indecent material.

With the increased use of technology involved in remote learning, all staff should continue to be mindful of the increased safeguarding and child protection issues that this can generate.

29. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Please refer to the School Whistleblowing Policy.

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior leadership and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

30. Sharing Concerns and Recording Incidents

All staff should be aware of the School's Child Protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent could avoid any misunderstanding.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with students so that appropriate support can be provided or action can be taken.

This means that staff should:

- *Report any behaviour by colleagues that raises concern.*
- *Note that any report will be handled sensitively and in confidence.*

This means that staff:

- *Must be familiar with Walthamstow Hall Child Protection procedures.*
- *Should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the School or workplace, using the 'Green Form' – see Safeguarding Policies and procedures for further information.*
- *Must be able to identify signs of possible abuse and neglect at the earliest opportunity and understand that we have a duty to report any suspected cases of FGM to the police – see Safeguarding Policy*

This policy has regard to the guidance issued by the Secretary of State.

Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.

Reviewed September 2021
Next Review Date September 2022

Signed: Date:

Mrs J Adams
Chairman of the Governing Body

Teachers' Standards

Guidance for school leaders, school staff and governing bodies July 2011 (introduction updated June 2013)

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Summary

About the standards

These are the Teachers' Standards for use in schools in England from September 2012. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).

The Teachers' Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period. They are also used to assess the performance of all teachers with QTS who are subject to The Education (School Teachers' Appraisal) (England) Regulations 2012, and may additionally be used to assess the performance of teachers who are subject to these regulations and who hold qualified teacher learning and skills (QTLS) status. The standards were introduced following the recommendations in the reports of the independent Review of Teachers' Standards, chaired by Sally Coates. These reports are available from GOV.UK.

Expiry or review date

These standards will apply until further notice.

What legislation do the standards refer to?

Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003
<http://www.legislation.gov.uk/uksi/2003/1662/schedule/2/made>

The Education (School Teachers' Appraisal) (England) Regulations 2012
<http://www.legislation.gov.uk/uksi/2012/115/contents/made>

Who are the standards for?

The Teachers' Standards apply to:

- trainees working towards QTS;
- all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and
- teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

The National College for Teaching and Leadership (NCTL) will use Part Two of the Teachers' Standards, which relates to personal and professional conduct, when assessing cases of serious misconduct, regardless of the education sector in which the teacher works.

What documents do the standards replace?

These standards replaced the standards for qualified teacher status (QTS) and the core professional standards, published by the former Training and Development Agency for Schools (TDA); and the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.

Introduction, legal standing and interpretation

1. The Teachers' Standards published by the Secretary of State for Education introduced some significant changes in terms of structure, content and application. This document is designed to assist those who will be using the standards to understand those changes and to implement the standards effectively.

2. The Teachers' Standards contained in this document came into effect on 1 September 2012, though the Teaching Agency (now the National College for Teaching and Leadership) has used the conduct elements since 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replaced the standards for qualified teacher status (QTS) and the core professional standards previously published by the Training and Development Agency for Schools (TDA),¹ as well as the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.

3. The standards apply to the vast majority of teachers regardless of their career stage. The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements (subject to the exception described in para. 4 below). Part Two of the Teachers' Standards, which relates to professional and personal conduct, is used to assess cases of serious misconduct, regardless of the sector in which the teacher works.

4. Since 1 April 2012, teachers with qualified teacher learning and skills (QTLS) status have been able to teach in schools as fully qualified teachers. This change was made to give schools greater access to experienced teachers of vocational subjects, as recommended in Professor Alison Wolf's Review of Vocational Education. Headteachers have the freedom to decide the standards against which they assess the performance of QTLS holders. They can assess QTLS holders' performance against the Teachers' Standards, against any other set of standards relating to teacher performance issued by the Secretary of State, against any other professional standards that are relevant to their performance, or against any combination of those three. Before, or as soon as practicable after the start of each appraisal period, QTLS teachers (like other teachers) must be informed of the standards against which their performance in that appraisal period will be assessed.

5. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the

‘specified standards’ within the meaning given to that phrase in Schedule 2 of The Education (School Teachers’ Qualifications) (England) Regulations 2003².

6. The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State’s Initial Teacher Training (ITT) Criteria³.

7. Similarly, headteachers (or appraisers) should assess teachers’ performance against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are a newly qualified teacher (NQT), a mid-career teacher, or a more experienced practitioner). The professional judgement of headteachers and appraisers is therefore central to appraisal against these standards.

8. The standards replaced the previous core professional standards, and are used to assess an NQT’s performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs beyond those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment therefore needs to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.

9. Following the period of induction, the standards continue to define the level of practice at which all qualified teachers are expected to perform. Teachers’ performance is assessed against the standards as part of the new appraisal arrangements in maintained schools.

Presentation of the standards

10. This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part One** and **Part Two**.

11. The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part One** comprises the Standards for Teaching; **Part Two** comprises the Standards for Personal and Professional Conduct.

12. In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part One** and **Part Two** of this document.

13. The standards are presented as separate headings, numbered from 1 to 8 in **Part One**, each of which is accompanied by a number of bulleted subheadings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted subheadings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and professional development

14. The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Date of introduction of the standards

15. The revised standards came into effect on 1 September 2012, on which date they became the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases⁴ a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training need to ensure that all trainees who complete their training after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.

16. NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or had started but not completed induction by 1 September 2012, need to be assessed against the Teachers' Standards at the end of their induction.

17. Existing teachers who have already passed induction will be expected to use the Teachers' Standards instead of the previous core standards for appraisal, identifying professional development, and other related purposes.

18. When considering new cases of serious misconduct received from 1 April 2012, the National College for Teaching and Leadership (formerly the Teaching Agency), acting on behalf of the Secretary of State, must have regard to the personal and professional conduct aspects of the Teachers' Standards document instead of the General Teaching Council for England's (GTCE) Code of Conduct and Practice for Registered Teachers. The National College for Teaching and Leadership is still able to refer to the GTCE's Code of Conduct for any partially completed cases it received from the GTCE at the point of its abolition.

⁴ For some categories QTS can be awarded without undertaking ITT in England and meeting the QTS standards. Those exempt from meeting the QTS standards are individuals who have already successfully completed ITT or are recognised as teachers in another UK country and EEA nationals who are recognised as teachers in another EEA member state. Qualified further education teachers who have qualified teacher learning and skills (QTLS) status may also be exempt from meeting the Teachers' Standards.

Note on terminology used/glossary

Specific terminology used in the standards should be interpreted as having the following meaning:

- **‘Fundamental British values’** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes ‘democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’.
- **‘Parents’** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **‘Pupils’** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.
- **‘School’** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in academies and free schools depends on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.
- **‘Special educational needs’**, as defined by the Department for Education’s Special Educational Needs Code of Practice (2001), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- **‘Statutory frameworks’** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions Document.

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.

2. Promote good progress and outcomes by pupils

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

3. Demonstrate good subject and curriculum knowledge

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

4. Plan and teach well-structured lessons

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

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

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.

- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

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

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

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

8. Fulfil wider professional responsibilities

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

Part Two: Personal and professional conduct

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

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