



The Duke of York's
Royal Military School

Staff Code of Conduct Policy

Date of Approval by Chairman on behalf of the Governing Body:	17 May 2021 _____
Signed: Colonel A Thorne	 _____
Position: Chairman	

Reviewed and agreed by the Board of Governors.

Last reviewed:	Feb 2015 May 2015 May 2016 May 2017 May 2018 Aug 2019 Feb 2021
Next review:	May 2022

ETHOS AND BOARDING AIMS

Ethos

Our aim is to provide all-round education with an academic focus. We will promote the full development of students by providing a secure, professional, and caring environment in which each student is encouraged to reach his or her individual potential and is prepared for the opportunities, responsibilities, and experiences of adulthood. These goals will be achieved in the context of a learning, spiritual, moral, and pastoral ethos, which respects values of Christian and other faith communities, and our unique military tradition.

Boarding Aims

- To promote the personal student values of courage, discipline, respect, integrity, loyalty, and commitment within an environment where learning is at its heart.
- To promote a pastoral environment in which **all** students can live, grow and be happy.
- To develop a sense of community and belonging within our 100% co-educational boarding school.
- To develop and foster supportive relationships between students, parents, staff, and other stakeholders.
- To understand and provide for the particular and evolving educational and boarding needs of the military community.
- To promote a respect for the rights of others and their property.
- To promote good manners and develop social skills.
- To promote the “student voice” in the discussion of boarding matters.
- To promote and develop the unique military ethos of the School.
- To provide a boarding environment which develops respect for others and where bullying or other forms of harassment are not tolerated.
- To provide students with a range of activities and experiences which will develop their character, resilience, and leadership skills, allowing students to make a positive contribution to our School community and beyond.
- To provide the highest quality boarding accommodation, pastoral care and medical care that complies with the National Minimum Standards for Boarding Schools and exceed them wherever possible.

1. INTRODUCTION

- 1.1 The Code of Conduct applies to all School employees, including volunteers, hereafter referred to as 'staff'.
- 1.2 In addition to this policy, all teachers have an obligation to adhere to the 'Teachers' Standards 2011' as updated in 2013 and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct (See Annex A).
- 1.3 Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal.

2 PURPOSE, SCOPE AND PRINCIPLES

- 2.1 All staff have personal and legal responsibilities, including treating others with dignity and respect, acting honestly, using public funds and School equipment appropriately, adhering to health and safety guidelines and practicing equal opportunities at all times. The Staff Code of Conduct is designed to give clear guidance on the standards of behaviour all School staff are expected to observe. School staff are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the students within the School. This is especially the case in a fully boarding School where School staff are the adults who will have the most contact with students during term time. As a member of a School community, each member of staff has an individual responsibility to maintain their reputation and the reputation of the School, whether inside or outside working hours.
- 2.2 This Code of Conduct applies to all staff who are employed by the School, including the Principal. The Code of Conduct does not apply to employees of external contractors and providers of services (e.g., contract cleaners). Such staff are covered by the relevant Code of Conduct of their employing body.

3 SETTING AN EXAMPLE

- 3.1 All staff who work in Schools set examples of behaviour and conduct which can be copied by students. All staff are expected to treat other colleagues, students, and external contacts, such as parents, with dignity and respect.
- 3.2 All staff must, therefore, demonstrate high standards of conduct in order to encourage our students to do the same.
- 3.3 All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 3.4 Staff are required to comply with the School's equality policies in respect of colleagues, students, and other contacts such as parents. Unacceptable behaviour such as discrimination, bullying, harassment, or intimidation will not be tolerated. This includes physical and verbal abuse and use of inappropriate language or unprofessional behaviour with colleagues, students, and parents.

4 SAFEGUARDING STUDENTS

- 4.1 Staff have a duty to safeguard students from:
 - Physical abuse.

- Sexual abuse.
- Emotional abuse.
- Neglect (including Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM)).

4.2 The duty to safeguard students includes the duty to report concerns about a student to the School's Designated Safeguarding Lead (DSL).

4.3 Staff are provided with annual safeguarding training and have access to the School's Safeguarding and Child Protection Policy and Whistleblowing Procedure. Staff must be familiar with the procedures linked to safeguarding and child protection.

4.3 Staff must not seriously demean or undermine students, their parents or carers, or colleagues.

4.5 Staff must take reasonable care of students under their supervision with the aim of ensuring their safety and welfare.

5 STUDENT DEVELOPMENT

5.1 Staff must comply with School policies and procedures that support the wellbeing and development of students.

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

5.3 Staff must follow reasonable instructions that support the development of students.

5.4 Interaction with students should always be appropriate to their age. Staff should not touch students, however casually, in ways or on parts of the body that might be considered indecent, unnecessary, or familiar. Staff should not use inappropriate language. Particular care may be necessary when supervising students in off-site activities.

5.5 Teaching materials should be appropriate for students. Particular care should be taken that sex or health education materials are appropriate and consistent with the School's policies.

5.6 When holding meetings with students on sensitive issues, staff should exercise proper professional judgement over the arrangements for the meeting. They should safeguard their own position by, for instance, considering the need for a second adult to be present.

5.7 The rewards and sanctions for students must be awarded and recorded in line with the School's Behaviour policy.

5.8 Corporal punishment, defined as any intentional application of force as punishment, is illegal and may render a member of staff liable to criminal action as well as action under the School's disciplinary procedures. Corporal punishment includes any form of physical chastisement.

5.9 Physical intervention will not constitute corporal punishment where its purpose is to avert an immediate danger of injury to, or an immediate danger to the property of, any

person including a student. In such circumstances, the element of restraint should be the minimum necessary to prevent injury or remove the risk of harm. All such physical intervention should be undertaken and reported in line with the Positive Handling policy.

- 5.10 Where physical contact is necessary (e.g., in teaching PE or Music), that contact should be the minimum necessary for the purpose and comply with accepted good practice. Particular care should be taken in helping students with physical or other disabilities (e.g., in lifting). Further guidance is available in Codes of Practice produced by the professional associations representing staff in these subject areas.

6 DIGNITY AND RESPECT

- 6.1 All staff should seek to protect students, colleagues and others from discrimination, harassment, and violence. The School is committed to promoting equality, valuing diversity, combating unfair treatment, and providing a safe environment in which all are treated with dignity and respect.
- 6.2 Staff must ensure that no students, parents, colleagues, or others are discriminated against on the grounds of social circumstances, background, race, gender, colour, ethnic origin, disability, sexuality, age, religion, or belief. Such discrimination or the perception of such discrimination should be challenged.

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.
- 7.3 Gifts from suppliers or associates of the School in excess of £50, must be declared to the Bursar, with the exception of "one off" token gifts from students or parents or low cost, functional items suitable for business use (as opposed to personal use), such as diaries, calendars or pens.
- 7.4 Staff should not solicit or accept any gift, loan, fee, hospitality, or other reward which influences the way in which they carry out their duties. They should not influence or be influenced unfairly in the way they carry out their duties by ties of kinship or friendship, or by some other association or loyalty.
- 7.5 Staff must not use School business contacts for acquiring materials or services at trade/discount prices for non-School activities, apart from participating in concessionary schemes arranged by trade unions or other such groups for their members.
- 7.6 All staff are expected to attend work without being under the influence of alcohol or illegal drugs and without their performance being adversely impacted by the consumption of alcohol or illegal drugs. If alcohol or drug usage impacts on a member of staff's working life, the School has the right to discuss the matter and take appropriate action.

7.7 School equipment and systems (phone, email, and computers) are available only for School-related activities and should not be used for the fulfilment of another job or for personal use. This is unless authorised by the Principal, or, for the Principal, the Chair of Governors; in case of an emergency, or where, used for brief periods outside of working hours. This includes photocopy facilities, stationery, and premises. It also applies to access provided for remote use and to staff working outside of School premises and using their own IT equipment.

8 PROPRIETY

8.1 Staff should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

8.2 Staff should ensure they are dressed appropriately for the tasks and the work they undertake.

8.3 No student should be in or invited into, the home of a member of staff, unless the reason for this has been firmly established with and agreed by the Principal in advance.

8.4 Staff should exercise care when selecting students for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny. Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted.

8.5 Occasionally, a student may develop an infatuation with a member staff. Such situations should be dealt with sensitively and appropriately to maintain the dignity and safety of all concerned. Staff who become aware that a student is developing an infatuation, should discuss this at the earliest opportunity with the DSL.

8.6 Communication between students and staff, 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, webcams, websites, and blogs. Staff should not share personal information with students. 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. Staff should ensure that all communications are transparent and open to scrutiny. They should not give their personal contact details to students including email, home, or mobile telephone numbers, unless the need to do so is agreed by the Principal in advance. Email or text communications between staff and students outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet-based web sites.

8.7 Staff should not seek to have social contact with students or their families unless the reason for this contact has been firmly established and agreed in advance by the Principal.

8.8 Intimate or sexual relationships between staff and students will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

8.9 Staff should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation.

- 8.10 Students are always entitled to respect and privacy and especially when in a state of undress, changing clothes, bathing, or undertaking any form of personal care. Particular care, and sensitivity, therefore, is required when working in boarding houses. There is a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the students.

9 CONDUCT OUTSIDE WORK

- 9.1 Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the School or the member of staff's own reputation or the reputation of other members of the School community. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.
- 9.2 Staff are required to declare involvement with any group or organisation which would be considered to be in conflict with the ethos of the School. Membership of a trade union or staff representative group would not need to be declared.
- 9.3 Staff must declare to the School their relationship with any individual(s) where this might cause a conflict with School activities. For example, a relationship with a Governor, another staff member or a contractor who provides services to the School.
- 9.4 Staff must immediately inform the Principal, or, for the Principal, Chair of Governors, if they are subject to a criminal conviction, caution, ban, police enquiry, investigation, or pending prosecution.
- 9.5 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. Staff are also required to inform the HR Manager.
- 9.6 Staff must exercise caution when using information technology and be aware of the risks to themselves and others.
- 9.7 Staff must not engage in inappropriate use of social network sites. Staff must follow the School's Online Safety policy.

10 CONFIDENTIALITY

- 10.1 Where staff have access to confidential or sensitive information about colleagues, students or their parents or carers, they must not reveal such information to other parties. There are particular exceptions to this; for example, disclosure of suspected or alleged abuse of a student to a member of the Safeguarding Team; discussion with a person accompanying or representing a member of staff in a formal meeting or disclosure under the Whistleblowing Procedure.
- 10.2 Where staff have access to confidential or sensitive information, it must not be discussed outside the School, including with the student's parent or carer, nor with colleagues.
- 10.3 Staff are required to comply with the terms of the Data Protection principles as specified in the Data Protection Act 2018 and the General Data Protection Regulations 2018.

- 10.4 All communication with the media must be directed through the Principal or his nominee.
- 10.5 Staff have an obligation to share with their line manager or the DSL any information which gives rise to concern about the safety or welfare of a student. Staff must never promise a student that they will not act on information that they are told by the student.
- 10.6 Passwords for School IT networks and systems should not be shared, and access must be kept confidential. Alarm and door codes necessary to gain access to the School site or buildings therein must also be kept confidential. Breach of this confidentiality may be subject to disciplinary action.

11 DISCIPLINARY ACTION

- 11.1 All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.



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 and responsibilities.