



Bishop Bewick Catholic Education Trust

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Code of Conduct -Employees

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1. Introduction

This code of conduct outlines the rules that apply to all Bishop Bewick Catholic Education Trust (BBCET) staff employed in any of the partnership schools and provides guidance to help keep safe. The code sets out the minimum standards that are expected of employees and provides a framework that will help to prevent misunderstandings or criticism.

2. Roles and Responsibilities

- **Board of Trustees:** This body has a general role in ensuring that appropriate standards of conduct are established and maintained. Directors of Board of Trustees may on occasions be involved in dealing with specific declarations made by employees under the code.
- **Headteacher:** The headteacher of each school in the partnership is responsible for ensuring that staff are made aware of the Code of Conduct as part of their induction programme. They will also consider declarations made by the employees under the code and will ensure appropriate action is taken to deal with any alleged breaches.
- **Employees:** All staff employed by BBCET are required to keep to the standards of this code and carry out their duties honestly and fairly. Failure to do so is a serious matter and could result in disciplinary action including dismissal. Staff should therefore read the document carefully and if they have any queries contact their immediate line manager or head teacher.

3. Policy Statement

BBCET endorses the Seven Principles of Public Life proposed by the Committee on Standards in Public Life chaired by Lord Nolan. These are:

Selflessness

People who work for the public should take decisions by thinking only of the public interest. They should not do so in order to gain any benefits for themselves, their family or their friends.

**Integrity**

People who work for the public should not put themselves under any financial or other obligation to any outside person or organisation that might influence them in carrying out their official duties.

Objectivity

In carrying out public duties, including making public appointments, awarding contracts, or recommending individuals for rewards or benefits, choices should only be made on merit.

Accountability

Those working for the public must answer for their decisions and actions to the public and be open to whatever questioning is appropriate to their job.

Openness

People who work for the public should be as open as possible about and give reasons for decisions and actions they take. They should restrict information only when the wider public interest clearly requires this.

Honesty

Those working for the public have a duty to declare any private interests to do with their public duties. They must resolve any possible conflicts of interest in a way which protects the public interest.

Leadership

People who work for the public should promote and support these principles by leadership and example.

The governing committee / board of trustees also expect employees to operate in accordance with the codes of conduct provided by their relevant professional body.

4. General Standards

- All employees are expected to give the highest possible standard of service to the students and families of the school and Diocese of Hexham and Newcastle
- All employees must report to their headteacher (or in the case of an allegation against the headteacher, to the Chair of Governors / Chair of Trustees), anything illegal, improper or a breach of procedure. Employees will not be penalised for doing this as long as they act in good faith.



The Headteacher (or Chair), must record, investigate and take appropriate action on such reports.

- It is not enough for people working for the public to avoid doing wrong. All employees should avoid anything which could give the impression or appearance of doing wrong

5 General Professional Standards of Behaviour

- Staff must model high standards of conduct in order to encourage students to do the same. This includes calm responses to confrontation, diffusion techniques, respect, courtesy, empathy and patience.
- Staff must act in a fair, reasonable, courteous and mature manner to students, colleagues and other school users.
- Staff must take reasonable care of students under their supervision to ensure their safety and welfare.
- Staff must inform the designated person for child protection issues/concerns if they believe that a colleague is behaving in a way that compromises the safety or well-being of a child.
- Staff must respect the rights and opinions of all school users.
- Staff must co-operate, liaise and work with colleagues, as appropriate, to ensure students receive a good educational service.
- Staff should adopt a positive attitude to school, the achievement of quality and equality, particularly in communication with the people outside the academy.
- Staff must recognise the professional boundaries expected of their behaviour towards students. They must not therefore share personal information, become overly familiar or involve students in emotional situations where it is not appropriate.
- Staff must not socialise with students outside of school- this includes contact on social networking sites.
- Staff must not engage in inappropriate use of social network sites which could bring themselves or the school into disrepute. Staff must exercise extreme caution when using information technology especially when using social networking sites. Any comments made on such sites that are likely to bring the school or students into disrepute will be deemed unacceptable behaviour. Comments regarding students or school business must not be made on social networking sites and staff who do so may be subject to



disciplinary action. If staff have any queries regarding this area they must speak to the headteacher.

- Members of staff's off-duty time / hours are their own private concern. However, staff must not:
 - put themselves in a position where their duty and private interests seriously conflict;
 - do anything which could seriously adversely affect their suitability to carry out their duties, which could damage the reputation or standing of the academy, or could bring the school into disrepute.
- Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money as well as the use of school property and facilities etc.
- Staff must present a professional image of the school through appropriate standards of dress and appearance whilst at work. Staff should always dress in a manner that befits the professional role that they have.
- Staff must take responsibility for the behaviour and conduct of pupils in the classroom, as appropriate, and share such responsibility elsewhere on school premises.
- Staff should attend work unless they are off work due to sickness or for other authorised reasons, and must not come into school if they are adversely influenced by drugs, alcohol etc.
- Staff not able to arrive at work at their normal start times, because of being delayed, should make every reasonable effort to contact school management as soon as possible to notify them of this.
- Staff must notify school management of sickness absences as soon as possible on the first day of sickness absence, in accordance with the academy's sickness absence procedure.
- Staff wishing to take authorised leave of absence from work - either paid or unpaid - must contact school management and seek authorisation prior to taking time off work - unless there are exceptional circumstances.
- Staff should be familiar with job requirements (e.g. proper preparation, use of suitable methods/systems, maintenance of appropriate/required records, etc.), including keeping up-to-date with developments relevant to the job.



- Staff should be familiar with communication channels and school procedures applicable to both pupils and staff.
- Teaching Staff must ensure all assessments/exams/tests are conducted in a fair and proper (prescribed) manner in accordance with relevant procedures and these are strictly adhered to and appropriate confidentiality and security etc. is in operation.
- Staff should take all reasonable precautions to avoid putting themselves at risk of allegations of unprofessional conduct. If they are concerned this could happen (or may have already happened) they should report their concerns to the head teacher straight away.
- In addition, teaching staff are also required to work in accordance and meet the Teachers Standards. (These are the standards for use in schools introduced by the government in 2012.) These standards are set out in Annex C.

Serious criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are very likely to be regarded as unacceptable and could jeopardise the employee's employment at the school.

This list is not exhaustive and further information about standards of behaviour are contained in other school policies and procedures.

6 Safeguarding welfare of children and young people

- All staff are required to work within the statutory guidance 'Keeping children Safe in Education' and any additional guidance provided by the academy. This aims to safeguard children and young people and reduce the risk of staff and other adults in schools being falsely accused of improper or unprofessional conduct.
- Staff receiving information about allegations of child abuse should report such information to the designated safeguarding lead, as set out in the academy's Child Protection / Safeguarding Policy. If the allegations are against the head teacher, the information should be reported to the chair in accordance with the academy's Procedure for Dealing with Allegations of Abuse Made Against Staff, Volunteers and Agency Workers.



7 Disclosure of Information / Confidentiality

- The law requires that certain types of information must be open to the Diocese, governors, trustees, auditors, government departments, service users and the public. An employee should always check first with the headteacher if they are in any doubt as to whether the particular information should be released. The headteacher may seek advice from the Local Authority and the Diocese.
- Employees must not use any information they get in the course of their employment for personal gain or benefit. They must not pass information on to others who might use it for their own gain.
- Employees must only give confidential information or documents to those who have a legitimate right to them. They can only give information stored on computer systems in accordance with the requirements of the Data Protection Act 2018, as described in Annex A.
- Employees should maintain the appropriate levels of confidentiality with respect to student and staff records and other sensitive matters. They should take care not to discuss issues of particularly sensitive matters within the school community which could cause distress to school staff, pupils or parents.
- Where staff have access to confidential information about students or their parents/carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the student and for whom it is necessary that they are informed.
- All staff are likely to witness actions which need to be kept confidential; this needs to be reported and dealt with in accordance with the appropriate school procedures. It must not be discussed outside of the school except with a senior member of staff with the appropriate role and authority to deal with the matter.
- If any employee has any queries regarding the confidentiality of school information or whether the information should be disclosed to a particular person or party the employee should raise the matter with their line manager or headteacher. All school business must be dealt with in an appropriate, professional manner. Breaches of confidentiality may be subject to disciplinary action.
- Employees other than the headteacher should not make statements directly to the press or other media without first obtaining the approval of the headteacher, except



in the case of trade union representatives who are communicating with the media in that role. headteachers should consult with the CEO before making statements to the press or other media on major policy issues.

8 Political neutrality

- Employees serve their governing committee / board of trustees as a whole and must treat all governors / trustees equally and make sure that their individual rights are respected.
- Employees must not allow their own political opinions to interfere with their work.
- Employees may not display political posters, including election material, in areas of school premises which the public has access to. Trade union representatives may display trade union/association views on current issues on the appropriate authorised notice boards within the academy.
- Where political views are brought to the attention of pupils within the school or during extracurricular activities they should be in the form of a balanced presentation of opposing views and in accordance with appropriate school policies / practices.

9 Relationships

- **With governors / trustees:** Mutual respect between employees and governors / trustees is essential to good school governance. An employee who believes that a governor / trustee has acted improperly towards them may report the matter to their head teacher who will take appropriate action.
- **With the local community and service users:** Employees are expected to be polite, efficient, fair and impartial when they provide services to all groups and individuals within the community they serve.
- **With contractors and suppliers:** All trustees and governors complete an annual pecuniary interest form. Orders and contracts must be awarded on merit and no special favour should be shown to anyone.



10 Recruitment and other employment matters

- Employees involved in appointing people to posts should ensure that they follow the academy's Recruitment and Selection Code of Practice.
- In order to avoid any possible accusation of bias, employees must not be involved in any appointment where they are related to or have a close personal relationship outside work with the person applying.
- Employees should not be involved in, or try to influence, decisions relating to discipline, promotion or pay for any employee who is a relative or with whom they have a close personal relationship outside work.

11 Commitments outside work

- Teaching staff or support staff (graded above N6 or its equivalent) may not carry out any other business or take up any additional employment (or work for which they receive payment) without the permission of the governing local committee / board of trustees. The governing local committee / board of trustees will not unreasonably prevent staff carrying out other employment. However, this employment must not, in the view of the governing committee / board of trustees, conflict with its interests and specific conditions may be laid down.
- Staff may undertake work outside academy, 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.
- The following conditions apply to all employees regarding their commitments outside work:
 - employees must not carry out private work (whether paid or unpaid) relating to the school without permission from the headteacher;
 - employees must not carry out any work related to a private interest (including taking or making telephone calls) during normal working hours;
 - an employee must not use the academy's facilities or equipment or confidential information; and



- all approvals will be reviewed and may be withdrawn if thought necessary.
- Some staff, particularly teachers, may wish to use their professional expertise to do other work, for example, examination marking or private tuition. It is recognised that this can be of value to the academy. The governing committee / board of trustees will not normally prevent employees from undertaking additional employment if it is satisfied that it does not conflict with the interests of or weaken public confidence in the academy.
- The provisions of this section are not intended to apply to trade union officers engaged in legitimate trade union duties and activities.

12 Equality

All members of the local community and employees have a right to be treated fairly and equally. Employees must follow the governing / trustees' body's policies on equalities.

13 Tendering procedures

- Employees involved in the tendering process or dealing with contractors should make sure that they know the separate roles of client and contractor.
- Employees must deal fairly and impartially with all customers, suppliers and other contractors and sub-contractors.
- Employees who access to confidential information on tenders or costs relating to contractors must not give that information to any unauthorised person or organisation.

14 Corruption

It is a serious criminal offence under the Bribery Act 2010 for employees to corruptly receive or give any gift, loan, fee, reward or advantage or to show favour or disfavour to any person. If an allegation is made it is for the employee to prove that any rewards have not been corruptly gained or given. A summary of the legal provisions appears in Annex B.



15 Use of financial resources

- Employees involved in financial activities and transactions must follow the academy's financial regulations and guidance.
- They must use public funds in a responsible and legal way, try to make sure that the school provides value for money to the local community and avoid legal challenges to the school.

16 Hospitality

- A modest amount of entertainment is a normal part of public life but it is important not to risk undermining public confidence or allow it to appear that it may improperly influence the way employees carry out their duties.
- Employees must be particularly careful if they are offered hospitality by someone who wants to do business with or obtain a decision from the school. It is important to avoid any suggestion of improper influence. Employees should accept an offer of hospitality only if they genuinely need to go to an event to receive or give information, represent the school in the community or make prior visits to check arrangements, particularly in relation to health and safety (for commercially organised visits, journeys or activities involving pupils).
- Offers should only be accepted to attend purely social, cultural entertainment or sporting occasions if these are part of the life of the community or the school should be seen to be represented.
- If hospitality has to be declined, this should be done politely with an explanation of the rules on hospitality.



17 Relationship with other policies and procedures

- Disciplinary Procedure
- Safeguarding / Child Protection Policy
- Procedure for Dealing with Allegations of Abuse Made Against Staff, Volunteers and Agency Workers
- Gifts & Hospitality Policy
- Whistleblowing Policy
- Financial Regulations Manual

18 Monitoring and review

- Feedback is encouraged from governing committees / boards of trustees and headteachers on the effectiveness of this code of conduct. It will be reviewed on a regular basis to ensure it is appropriate in light of recommended best practice and complies with employment law. In the event of any conflict with statute, the legal provisions will have precedence over this policy in all cases.
- Governing bodies / boards of trustees should monitor their application of this code of conduct, particularly to ensure that their practices comply with it and are not discriminatory.



Annex A - Data Protection Act 2018

The Data Protection Act 2018 aims to protect the public from people not using their personal information correctly. The Information Commissioner oversees the Act but it is up to us and our staff to make sure we keep to the conditions of the Act.

The basic conditions of the Act are that personal information held on computer is:

- accurate;
- relevant;
- not excessive for the purposes registered; and
- held for no longer than is needed.

If you are going to give personal information to someone else, you must make sure that you do this according to the conditions of the Act and the conditions of registration. If you give out information regularly, you should make sure you are familiar with the relevant conditions. If you are in any doubt about the requirements of the Act, advice is available from the Council's Data Protection Officer.

The General Data Protection Regulation ('GDPR') takes effect from 25 May 2018 and was introduced to further harmonise and modernise and greatly enhance data protection procedures. The below is a brief summary of the Regulation.

Enforcement - The fines that may be imposed for breaches of the GDPR have been significantly increased depending upon the type of breach.

Consent - This concept has been restated and revised so that there is now a requirement for demonstrable consent by the individual. Consent in this context means clear affirmative action, and the consent should be informed, specific, unambiguous and given freely.

Accountability, Compliance and Governance - One of the key changes is the enhanced focus on accountability and governance which will require increased awareness of the GDPR requirement.



Enhanced rights of individuals - The rights of individuals as data subjects are strengthened and some new ones have been introduced:

- Right to be informed
- Right of access
- Right of erasure or rectification
- Right to data portability
- Right to object

Data Breach notification - A data breach is a breach of security leading to the destruction, loss, alteration, unauthorised disclosure of, or access to personal data. The GDPR introduces a requirement to notify the relevant supervisory authority of any data breach that is likely to result in a risk to the rights and freedoms of the individual affected.

Territorial Scope - The GDPR extends to the processing of personal data of data subjects in the EU by a controller or a processor who is not established or located in the EU if they offer goods or services to data subjects in the EU or if they monitor the behaviour of data subjects where that behaviour takes place in the EU.

The GDPR expands the definition of personal data beyond the previous Data Protection Act (1998) to also include information that could be used to indirectly identify individuals, such as ID numbers, location data and online identifiers including IP addresses and web cookies. Other examples include HR records, Health records, CCTV, client records etc.

The six key principles of the GDPR are that personal data shall be: Processed lawfully, fairly and in a transparent manner; Collected for specified, explicit and legitimate purposes; Adequate, relevant and limited to what is necessary; Accurate and, where necessary, kept up to date; Retained only for as long as necessary; and processed in an appropriate manner to maintain security.

If you have any queries regarding this matter you should speak to the person at school who has responsibility for data protection.



Annex B - THE BRIBERY ACT 2010

Under the Bribery Act 2010, it is an offence for you to:-

1. Bribe another person
2. Be bribed
3. Bribe a foreign public official

Annex C: 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 academy, in accordance with the academy'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 academy, 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.