



**NETWORK
INTERNATIONAL
SCHOOL**

**TEACHER' STANDARDS
&
PERSONAL & PROFESSIONAL
CONDUCT POLICY**

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1.0 Introduction

Teachers make the education of their students 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 students.

2.0 Network Teachers' Standards

A teacher must:

2.1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect;
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour, which are expected of students.

2.2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes;
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- guide students to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- encourage students to take a responsible and conscientious attitude to their own work and study.

2.3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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.

2.4 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 students 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).

2.5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;

- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development;
- have a clear understanding of the needs of all students, 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.

2.6 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 students' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

2.7 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 students' needs in order to involve and motivate them;
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

2.8 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 students' achievements and well-being.

3.0 Network Personal & Professional Conduct Standards

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 students 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 students' 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 students' 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.

Network International School is committed to ensuring the highest professional standards for all staff. Staff have a Duty of care towards students and an obligation to safeguard and promote the well-being of all students whose needs must be the first and paramount consideration.

A Network teacher is expected to adhere to the following Professional Standards:

3.1 Professional Values and Relationships

Teachers should:

- be caring, fair and committed to the best interests of the students entrusted to their care, and seek to motivate, inspire and celebrate effort and success;
- acknowledge and respect the uniqueness, individuality and specific needs of students and promote their holistic development;
- be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity and socio-economic status;
- seek to develop positive relationships with students, colleagues, parents, school leaders and others in the school community, that are characterised by professional integrity and judgment
- work to establish and maintain a culture of mutual trust and respect in their schools.

3.2 Professional Integrity

Teachers should:

- act with honesty and integrity in all aspects of their work;
- respect the privacy of others and the confidentiality of information gained in the course of professional practice;
- represent themselves, their professional status, qualifications and experience honestly
- use their name/names as set out in the Register of Teachers, in the course of their professional duties;
- avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on students.

3.3. Professional Conduct

Teachers should:

- uphold the reputation and standing of the profession;
- take all reasonable steps in relation to the care of students under their supervision, so as to ensure their safety and welfare;
- work within the framework of relevant legislation and regulations;
- comply with agreed national and school policies, procedures and guidelines, which aim to promote student education and safeguarding;
- report, where appropriate, incidents or matters which impact on student welfare;
- communicate effectively with students, colleagues, parents, school leaders and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect;

- ensure that any communication with students, colleagues, parents, school leaders and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites;
- ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or another format;
- ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or another format;
- ensure that they do not practise while under the influence of any substance, which impairs their fitness to teach.

3.4. Professional Practice

Teachers should:

- maintain high standards of practice in relation to student learning, planning, monitoring, assessing, reporting and providing feedback;
- apply their knowledge and experience in facilitating students' holistic development;
- plan and communicate clear, challenging and achievable expectations for students;
- create an environment where students can become active agents in the learning process and develop lifelong learning skills;
- develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all students;
- inform their professional judgment and practice by engaging with, and reflecting on, student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation;
- in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance;
- act in the best interest of students.

3.5. Professional Development

Teachers should:

- take personal responsibility for sustaining and improving the quality of their professional practice by;
- actively maintaining their professional knowledge and understanding to ensure it is current;
- reflecting on and critically evaluating their professional practice, in light of their professional knowledge base;
- availing of opportunities for career-long professional development.

3.6. Professional Collegiality and Collaboration

Teachers should:

- work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for students;
- work in a collaborative manner with students, parents/guardians, school leaders, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of students;
- engage with the planning, implementation and evaluation of curriculum at classroom and school level.

4.0 Code of Conduct for All Staff

The overwhelming majority of adults who work with children in education settings, act in a professional and responsible way and always seek to provide a safe and supportive environment, which secures the wellbeing and best outcomes for students.

The purpose of this Code of Conduct is to provide a framework for safe professional practice and effective partnerships between staff, Leaders and parents. The Code of Conduct applies to all teachers, support staff and volunteers working with students on and off-site and requires that these adults will;

- place the welfare of students as their first and paramount consideration;
- accept responsibility for their own actions and behaviour and avoid any conduct that might lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- make a record of any incident and promptly consult their line manager;
- apply the same professional standards, regardless of gender, race or sexual orientation;
- be aware of the name of the designated person with responsibility for safeguarding students (and their deputy) and understand their responsibilities for safeguarding;
- understand that any breaches in the law or professional expectations might lead to criminal or disciplinary action and barring;
- understand their responsibilities to report the unprofessional conduct of other adults working in or on behalf of the School.

4.1 Confidentiality

- staff must not use confidential or sensitive information about a child or their family for their own benefit or to humiliate or embarrass a child;
- confidential information about students or the School should not be shared casually.

4.2 Behaviour

- staff have a responsibility to maintain public confidence and must uphold high standards of personal conduct to do so; both within and outside of their work setting;
- they must not do or say anything that might bring the School into disrepute.

4.3 Dress and appearance

- staff should dress decently, safely and appropriately for the tasks that they are required to undertake (see staff dress code in the teacher handbook).

4.4 Gifts

- whilst there may be occasions when parents or students may wish to give a small token of appreciation to staff it is unacceptable to receive gifts on a regular basis;
- staff should not give personal gifts to students and any reward to a child should be consistent with the school's rewards and behaviour policy, recorded and not based upon favouritism.

4.5 Infatuations

- it is not unusual for students to develop infatuations or "crushes" towards trusted staff. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening reported to the Principal.

4.6 Social contact

- staff should not establish or seek to establish any social contact with a student or their parents;

- unplanned or other social contact that happens outside of the school setting should be reported to the Principal.
- staff should not give their personal telephone numbers or email addresses to students or their parents;
- no member of staff will enter into extra or private tuition or childcare arrangements with parents.

4.7 Physical contact

- when physical contact is made with students, it should be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background;
- physical contact should never be secretive, for the gratuity of the adult or represent a misuse of authority;
- any extreme attention seeking or behaviour by students that makes staff feel uncomfortable should be reported to the Principal;
- staff supervising PE and games or providing music tuition may be required to initiate physical contact with students, the principle of “limited touch” should be applied, with understanding of students’ sensitivities and with the student’s agreement;
- children are entitled to respect and privacy whilst they are changing or showering after games or swimming.

4.8 Students in distress

- on those occasions when a student may be in distress and in need of comfort and re-assurance, staff should ensure that they remain self-aware at all times and that their contact with the student is not open to misunderstanding;
- such incidents must always be recorded and shared with the Principal.

4.9 Care, control and physical intervention

- the School is committed to the use of positive behaviour leaders and staff will not use any form of physical punishment, threats, sarcasm or demeaning comments to deal with unacceptable behaviour;
- if a student needs to be restrained then this should be done using the minimal contact necessary and reported to the Principal;
- any such incidents and physical interventions will be recorded and reported to parents.

4.10 One to one situations

- staff working individually with students should recognise the potential vulnerability of students and adults in such situations and ensure that they manage these situations with regard for the safety of both the student and themselves;
- individual work with students should not be undertaken in isolated areas or rooms where there is no external visual access. Where it is necessary to close doors for reasons of confidentiality, a colleague should be made aware of this and asked to remain vigilant;
- all first aid will be administered only by suitably trained and accredited staff except in an emergency where the illness or injury is such that to delay assistance might cause harm to the student;
- students who require any form of intimate care are entitled to privacy, dignity and safety. Students with ongoing health problems will be treated in accordance with any Medical Plan that has been agreed with the parent and only by those who have been authorised to do so by the Principal;

- lone male members of staff should not be placed in a position where they are expected to provide any form of intimate care without the safeguard of having a female colleague in the same room or area.

4.11 Curriculum

- care should be taken to abide by the School's policy on sex and relationships education and the wishes of parents;
- the curriculum can sometimes lead to unplanned discussion of sensitive subject matters. Responding to students' questions requires careful judgments and guidance should be sought from the Principal or Phase Leader, as appropriate.

4.12 Photography, videos and other creative arts

- whilst photographic and video images can play a valuable role within the curriculum, after-school activities and to celebrate achievement, there is potential for such images and opportunities to be misused by adults with ulterior motives;
- staff should be sensitive to the needs of students who may have been abused in this way or who appear uncomfortable when asked to participate in photography or filming;
- staff should be able to give account of the rationale behind any images of students that are in their possession. They should be stored securely and only used by those authorised to do so;
- permission from students and their parents must be obtained for the use of images of students for publicity purposes and, in general, names of students will not be published.

4.13 Internet Use

- staff should follow Network International School's Acceptable Use Policy for ICT.