



Fioretti Trust

Staff Code of Conduct

Approved by:	Trust Board	Date: 23.09.2025
Last review:	September 2025	
Next review:	September 2026	Cycle: Annual



Contents

1	Aims, scope and principles	3
2	Legislation and guidance	3
3	General obligations	4
4	Safeguarding	4
5	Sexual harassment	7
6	Staff pupil relationships	8
7	Physical contact	10
8	Communication and social media	11
9	Acceptable use of technology	11
10	Confidentiality	12
11	Honesty and integrity	12
12	Dress code	12
13	Identity badges	13
14	Conduct outside of work	13
15	Monitoring arrangements	13
16	Links with other policies	13
Appendix		
1	Relationships with pupils outside of work declaration	15
2	General guidance on conduct	16
3	Teacher's Standards Overview	18
4	Head Teacher's Standards	19
5	Nolan Principles (7 principles of public Life)	20



1. Aims, Scope and principles

This policy aims to set and maintain standards of conduct that we expect all staff and volunteers to follow within Fioretti Trust.

By creating this policy, we aim to ensure our trust is an environment where everyone is safe, happy and treated with respect.

Many of the principles in this code of conduct are based on the Teachers' Standards.

Staff have an influential position in our schools and trust as a whole and will act as role models for pupils by consistently demonstrating high standards of behaviour.

We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards.

We expect all central staff, support staff, governors, trustees and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

We expect all our staff to act in accordance with Fioretti Trust's core values:

Aspiration: We improve the life-chances of young people and enable all to aspire to be their best self. Together, we see the potential in others and set high expectations.

Wisdom: We make wise choices to positively impact upon our communities. Together, we build on the ability to use knowledge and experience to make good decisions and judgments for all to flourish.

Compassion: We treat each other with kindness. Together, we nurture positive relationships, ensuring that people feel valued and that they belong to our Trust family.

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the school and its pupils.

2. Legislation and guidance

In line with the statutory safeguarding guidance '[Keeping Children Safe in Education](#)', we should have a staff code of conduct, which should cover acceptable use of technologies, staff/pupil relationships and communications, including the use of social media. It should also include the low-level concerns policy which clearly outlines processes that have been put in place to protect the pupils from potential abuse in school from staff or volunteers.

This policy also complies with our funding agreement and articles of association.

3. General obligations

All employees are expected to behave professionally.

All employees are expected to comply with the law as it applies to their work in the school, particularly in matters such as health and safety, safeguarding of children, and data protection. They are also expected to carry out their duties in accordance with the relevant policies, procedures, rules and guidance adopted by the Trust Board.

Staff set an example to pupils. They will:

- Maintain high standards in their attendance and punctuality;
- Never use inappropriate or offensive language in school;
- Treat pupils and others with dignity and respect ;
- Show tolerance and respect for the rights of others;
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ;
- Not express personal beliefs in a way that will exploit pupils' vulnerability or might lead them to break the law ;
- Understand the statutory frameworks they must act within;
- Adhere to the Teachers' Standards and the standards of any professional bodies that staff are members of;
- Not ignore unacceptable behaviour / language presented by others (children or adults) and will always enforce the school's Child Protection and Safeguarding behaviour/anti-bullying policies and this policy at all times; and
- Not attend work whilst under the influence of alcohol or any other substance which may affect their ability to care for children. If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice. Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises must be stored securely, and out of reach of children, at all times.

4. Safeguarding

Fioretti Safeguarding statement:

Safeguarding is an integral part of our life within the Fioretti Trust and each individual school. Safeguarding is everyone's responsibility and all staff receive a programme of training throughout each year to help them to recognise abuse and to promote the safety and welfare of our children. All staff, Trustees and Governors are asked to read and sign to say that they understand the Fioretti Safeguarding Policy and the most recent version of Keeping Children Safe in Education (KCSIE) document on a yearly basis. Update training is provided termly to ensure the safety of our children remains at the forefront of our minds.

It is important for children to feel safe. Through our day-to-day practices, curriculum and the use of specialist organisations such as the NSPCC, we empower our children by teaching them how to recognise abuse, stay safe on and offline and to use their voices to speak out. Children are encouraged to talk to a trusted adult if they are worried about anything and posters are located throughout each school showing who a trusted adult is. There is a team of dedicated Designated Safeguarding Lead's and Deputy DSL's in each school who are always available to

offer support and keep our children safe. In addition, there is a Head of Safeguarding that oversees the processes and operations in each school and ensures consistency and collaboration to keep the children /families in our trust safe. At each of our schools, we have a pastoral care team where children can go if they are feeling worried about something and need some emotional support.

At times, we may need to share information, get advice or work in partnership with other agencies if we are concerned about a child's welfare. We believe it is always better to be transparent with all parties at these times and work together to achieve the best outcomes. There may be times when you need extra help and support. If this is the case, please come and talk to us. There are many ways in which we can help.

- 4.1 Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, and neglect.

All staff will familiarise themselves with our child protection and safeguarding policy and procedures, and the Prevent duty, and the Fioretti Whistleblowing policy and this policy to ensure they are aware of the processes to follow if they have concerns about a child's well-being.

All policies are available on the Fioretti website. New staff will be given access to copies as part of their induction.

4.2 Allegation that may meet the harm threshold

This section applies to all cases in which it is alleged that anyone working in the school, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place inside or outside of school

We will deal with any such allegation quickly and in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the CEO where the headteacher is the subject of the allegation, or the chair of Trustees where the CEO is the subject of the allegation.

4.3 Low-level concerns about members of staff or volunteers

A low-level concern is a behaviour towards a child by a member of staff that does not meet the harms threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:

- Being over-friendly with children;
- Having favourites;
- Taking photographs or videos of children on a personal device;
- Engaging in one-to-one activities where they can't easily be seen;
- Using inappropriate language; and
- Humiliating pupils

The list above is a guide not a definitive list.

Low-level concerns can include inappropriate conduct inside and outside of work.

All staff should share any low-level concerns they have with the Headteacher or DSL if the Headteacher is not available, as set out in our child protection and safeguarding policy. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

All reports will be handled in a responsive, sensitive and proportionate way.

Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

This creates and embeds a culture of openness, trust and transparency in which our school values and expected behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse.

Reporting and responding to low-level concerns is covered in more detail in our child protection and safeguarding policies. These are available on the schools' websites.

Our procedures for dealing with allegations will be applied with common sense and judgement.

4.4 Low-level concerns about supply staff or contractors

If any staff members have any low-level concerns about supply staff or contractors, they should act in exactly the same manner as they would if it was a concern about a member of staff or a volunteer. (see 4.2) Low-level concerns which are shared about supply staff and contractors should be notified to their employers, by the Headteacher, so that any potential patterns of inappropriate behaviour can be identified.

4.5 Whistle-blowing

Whistle-blowing reports wrongdoing that it is "in the public interest". Examples linked to safeguarding include:

- Pupils' or staff members' health and safety being put in danger
- Failure to comply with a legal obligation or statutory requirement
- Attempts to cover up the above, or any other wrongdoing in the public interest

Staff are encouraged to report suspected wrongdoing as soon as possible. Their concerns will be taken seriously and investigated, and their confidentiality will be respected. The

school aims to encourage openness and will support whistleblowers who raise genuine concerns under this policy, even if they turn out to be mistaken.

Staff should consider the examples above when deciding whether their concern is of a whistle-blowing nature. Consider whether the incident(s) was illegal, breached statutory or school procedures, put people in danger or was an attempt to cover any such activity up.

Staff should report their concern to the headteacher or CEO for central team. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the CEO. If the concern is about the CEO, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chairs of Trustees.

Concerns should be made in writing wherever possible. They should include names of those committing wrongdoing, dates, places and as much evidence and context as possible. Staff raising a concern should also include details of any personal interest in the matter. The school will investigate any complaints in a timely, respectful and confidential manner.

For our school's detailed whistle-blowing process, please refer to our whistle-blowing policy.

5. Sexual harassment

Sexual harassment is any unwanted physical, verbal or non-verbal conduct of a sexual nature that has a purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. It also includes treating someone less favourably because they've submitted or refused to submit to unwanted conduct of a sexual nature in the past, or harassment related to sex or gender reassignment. When this behaviour is unwanted, it includes (but isn't limited to):

- Unwanted physical conduct or 'horseplay' including touching, pinching, pushing and grabbing
- Continued suggestions for sexual activity after it has been made clear that such suggestions are unwelcome
- Sending or displaying material that is pornographic, or that some people might find offensive
- Unwelcome sexual advances or suggestive behaviour (which the harasser may perceive as harmless)
- Offensive emails, text messages or social media content
- Comments and jokes of a sexual nature
- Sexually suggestive looks and staring
- Sexual propositions and advances
- Promising things in return for sexual favours
- Physical contact such as massaging, hugging or kissing
- Sexual contact on social media

Staff will help create a positive environment that works to prevent sexual harassment. This includes calling out sexual harassment that they witness. All witnesses will be provided with appropriate support and will be protected from victimisation.

If a staff member is concerned at any point about incidents of sexual harassment (either directed at them or someone else), they should report their concern to the Headteacher or CEO for central team. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the CEO. If the concern is about the CEO, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of Trustees. The school will investigate any complaints in a timely, respectful and confidential manner.

All staff will receive training on recognising and responding to incidents of sexual harassment. The school will monitor the treatment and outcomes of any complaints of sexual harassment or victimisation received to make sure that they are properly investigated and resolved, those who report or act as witnesses are not victimised, repeat offenders are dealt with appropriately, cultural clashes are identified and resolved and workforce training is targeted where needed.

6. Staff-pupil relationships

- 6.1 Staff will observe proper boundaries with pupils that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.
- 6.2 If staff members and pupils must spend time together on a one-to-one basis, staff will ensure that:
 - This takes place in a public place that others can access;
 - Others can see into the room/ door is left open; and
 - A colleague or line manager knows this is taking place.
 - Appropriate risk assessments are in place
- 6.3 Staff should avoid contact with pupils outside of school hours if possible. However, it is acknowledged that staff and volunteers may have genuine friendships and social contact with parents/carers of pupils, independent of the professional relationship, such as when a parent and teacher are part of the same family/personal network or social/recreational circle. Those circumstances will usually be easily recognised, openly acknowledged, and should be explicitly declared in writing by staff/volunteers to the Headteacher/CEO using the form in appendix 1.
- 6.4 Personal contact details should not be exchanged between staff and pupils. This includes social media profiles.

- 6.5 If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff or volunteer should exercise their professional judgement in making a response and should follow the guidance outlined in 5.5 of this policy.
- 6.6 While we are aware many pupils and their parents may wish to give gifts to staff, for example, at the end of the school year, gifts from staff to pupils should only be given as part of an agreed reward system or with the knowledge and agreement of the Headteacher.
- 6.7 If a staff member or volunteer is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, or if a staff member is concerned at any point about a fellow staff member and a pupil, this should be reported to the Headteacher or DSL if Headteacher is unavailable, this is in line with the procedures set out in our child protection and safeguarding policy. If the concern is about the Headteacher the concern should be raised with the CEO.
- 6.8 Inform senior management of any requests or arrangements where parents wish to use your services outside of the workplace e.g.tutoring

7. Physical contact

- 7.1 Staff and volunteers should only touch children in ways which are necessary and appropriate to their professional or agreed role and responsibilities and in relation to the pupil's individual needs and any agreed care plan.
- 7.2 Staff and volunteers should use their professional judgement to comfort or reassure a child for example after a fall, separation from a parent etc. in an age-appropriate way whilst maintaining clear professional boundaries.
- 7.3 Staff and volunteers should recognise that not all children feel comfortable about physical contact and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.
- 7.4 Staff and volunteers should listen, observe and take note of the child's reaction or feelings and so far, as is possible, use a level of contact and/or form of communication which is acceptable to the pupil.
- 7.5 It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child.
- 7.6 Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to the individual child.
- 7.7 Staff and volunteers should, therefore, always use their professional judgement.

- 7.8 Staff and volunteers should read and fully adhere to the school's intimate care policy and any care plan and risk assessment put in place when supporting pupils with special educational needs or disabilities.
- 7.9 Staff and volunteers should read and fully adhere to the following policies and procedures where physical contact with pupils may be unavoidable:
- Supporting pupils with medical conditions;
 - Health and safety including First aid; and
 - Educational visits.
- 7.10 Staff must only use control and physical intervention as a last resort when other behaviour management strategies have failed. In all cases where physical intervention occurs the incident and subsequent actions should be documented and reported on CPOMS which allows for incidents to be tracked and monitored by senior leaders. This should include written and signed accounts of all those involved, including the pupil. Checks where possible for injuries sustained should be made and recorded. The parents/carers should be informed on the same day

8. Communication and social media

- 8.1 Only use equipment, e.g. mobile phones, and internet services provided by the school/Trust to communicate with pupils and their parents/carers, making sure that parents/carers have given permission for this form of communication to be used.
- 8.2 Only communicate with pupils and their parents using email, telephone, or social networking for professional purposes and by use of school accounts and school owned ICT equipment. Emails should only be sent to the pupil's school Email address.
- 8.3 School staff's personal social media profiles should not be available to pupils. If they have a personal profile on social media sites, they should not use their full name, as pupils may be able to find them. Staff should consider using a first and middle name instead and set public profiles to private.
- 8.4 Staff should not attempt to contact pupils or their parents via social media, or any other means outside school, in order to develop any sort of relationship. They will not make any efforts to find pupils' or parents' social media profiles.
- 8.5 Staff will ensure that they do not post any images online that identify children who are pupils at the school without written consent from the parent or the child themselves if old enough to give valid consent.
- 8.6 The Trusts preferred use of communication to staff is through Microsoft Office, email and Teams. We actively discourage the use of WhatsApp for staff group messaging.

9. Acceptable use of technology

- 9.1 Staff will not use technology in school to view material that is illegal, inappropriate, or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling, and viewing pornography or other inappropriate content.
- 9.2 Staff should adhere to the mobile phone policy.
- 9.3 Any images taken on Fioretti equipment will only be retained where there is a clear and agreed purpose for doing so, consent is in place and will only be stored securely on Fioretti devices.
- 9.4 We have the right to monitor emails and internet use on the school IT system.
- 9.5 All staff are expected to read, sign, and follow the ICT and internet acceptable use policy.
- 9.6 Use of AI. Please refer to the AI guidance provided by Fioretti Trust (available on the Trust website).

10. Confidentiality

- 10.1 In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, pupils and their parents.
This information should never be:
- Disclosed to anyone unless required by law or with consent from the relevant party or parties;
 - Used to humiliate, embarrass or blackmail others; or
 - Used for a purpose other than what it was collected and intended for.

This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child has been harmed or is at risk of harm, as detailed further in our child protection and safeguarding policy

11. Honesty and integrity

- 11.0 Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with pupils, handling money, claiming expenses and using school property and facilities.
- 11.1 Staff will not accept bribes. Details on the Trust's policy and approach to Gifts and Hospitality can be found in the Conflict-of-Interest Policy. The CFO will review the register termly for items over £250 in value. Staff will ensure that all information given to the school is correct. This should include:
- Background information (including any past or current investigations/cautions related to conduct outside of school);
 - Qualifications;

- and Professional experience.

11.2 Where there are any updates to the information provided to the school, the member of staff will advise the school as such as soon as reasonably practicable. Consideration will then be given to the nature and circumstances of the matter and whether this may have an impact on the member of staff's employment.

12. Dress code

12.1 There is a general expectation that dress will be appropriate to the nature of the duties and responsibilities of the job and to any health and safety considerations.

Fioretti Trust values and welcomes the ethnic diversity of all its teachers and support staff and therefore dress codes will take account of ethnic and religious dress preferences with sensitivity ensuring that employees are free to observe them, subject to the needs of pupils' education.

12.2 Staff and volunteers should recognise that they are role models to the children and their choice of dress should uphold Fioretti's expectations for the children.

11.3 Those who dress or appear in a manner which does not adhere to this code may find themselves in discussion with senior leaders which may lead to disciplinary.

- No jeans or denim to be worn (unless it is an Inset day).
- PE/swimming lessons: Sports clothing and trainers to be worn.
- Shoes: Shoes need to be safe, secure and appropriate to the activity (no flip flop).
- Underwear should not be visible (no spaghetti straps/no midriff showing).
- No clothing with offensive or political slogans

13. Identity badges

13.1 The Fioretti Lanyard and identify badge should be worn at all times when in school or when representing the Trust.

14. Conduct outside of work

14.1 Staff will not act in a way that would bring the trust, the school, or the teaching profession, into disrepute. This covers conduct including but not limited to relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the school, Trust and those connected with the organisation on social media.

15. Monitoring arrangements

This policy will be reviewed annually but can be revised as needed and will be approved by the board of trustees.

The board of trustees will ensure this code of conduct is implemented effectively and will ensure appropriate action is taken in a timely manner to safeguard children and deal with any concerns via reports from the CEO.

16. Links with other policies

This policy links with our policies on:

- Staff disciplinary procedures, which will be used if staff breach this code of conduct
- Staff grievance procedures
- Child protection and safeguarding
- Conflict of interest
- Online safety
- Acceptable use of IT
- Whistleblowing policy
- Intimate care
- Home visits
- Educational visits policy
- Supporting pupils with medical conditions
- Health and Safety
- First aid

End of policy

Appendix 1 – Relationships with pupils outside of work declaration

Pupil's Name	Relationship

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

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

Signed: _____

Date: _____

Please return to the Headteacher / CEO

Appendix 2 – General guidance on conduct

When we speak to others we will:

- use a positive statement rather than a negative one so that children can learn what we expect of them in any situation.
- use a calm tone of voice, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable. We only raise our voice and/or use an authoritative tone where it is necessary to challenge inappropriate behaviour or to get pupils' attention.
- avoid using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem; and
- always speak respectfully to other adults, even if we disagree with them.

As professionals we will:

- avoid workplace gossip and negativity as it breeds resentment and becomes a roadblock to effective communication and collaboration. We all have a duty to take active steps to divert conversations away from this if we come across it.
- maintain confidentiality about anything that we see or hear in the school, so that parents and children can trust us, and as a way of showing respect to our fellow professionals.
- work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the children.
- work within the school's and Fioretti's policies and practices, so that what we do is consistent with what has been agreed between all members of the staff and the governors.
- treat everyone with respect.
- dress appropriately, setting a good example for the children and showing we are here to work; and
- behave in a positive way despite any personal problems that we may have, especially in front of the children.
- challenge behaviours and language which constitute sexual harassment or are racist or homophobic Be a good listener
- refer any concerns about the behaviour of members of staff, volunteers or other adults working in school to the Headteacher

Professional Responsibilities:

- When using any form of IT, including the Internet, in school/work and outside school/work. For your own protection we advise that you:
- Ensure all electronic communication with students, parents, carers, staff, and others is compatible with your professional role and in line with school policies.
- Do not talk about your professional role in any capacity when using social media such as Facebook and You Tube.
- Do not put online any text, image, sound, or video that could upset or offend any member of the whole school community or be incompatible with your professional role.
- Use school ICT systems and resources for all school business.
- Do not disclose any passwords and ensure that personal information is kept secure and used appropriately.
- Only take images of pupils and/or staff for professional purposes, in accordance with Fioretti Trust's policy and with the knowledge of SLT.

- Do not browse, download, upload or distribute any material that could be considered offensive, illegal, or discriminatory.
- Ensure that your online activity, both in and outside of school, will not bring the school or professional role into disrepute.
- You have a duty to report any online safety incident which may impact on you, your professionalism, or the school

Appendix 3 – Teacher's Standards: (see [Teachers' standards: overview](#))

<div data-bbox="228 248 303 315"></div> <div data-bbox="226 318 462 400">Department for Education</div> <div data-bbox="564 327 1323 403">Teachers' Standards</div> <hr/> <div data-bbox="209 454 316 477">PREAMBLE</div> <p>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.</p> <div data-bbox="209 566 408 589">PART ONE: TEACHING</div> <p>A teacher must:</p> <div data-bbox="209 663 802 685">1 Set high expectations which inspire, motivate and challenge pupils</div> <ul style="list-style-type: none"> 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. <div data-bbox="209 846 647 869">2 Promote good progress and outcomes by pupils</div> <ul style="list-style-type: none"> 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. <div data-bbox="209 1093 691 1115">3 Demonstrate good subject and curriculum knowledge</div> <ul style="list-style-type: none"> 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, articulation 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. <div data-bbox="209 1395 568 1417">4 Plan and teach well structured lessons</div> <ul style="list-style-type: none"> 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). <div data-bbox="209 1641 802 1664">5 Adapt teaching to respond to the strengths and needs of all pupils</div> <ul style="list-style-type: none"> 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. 	<div data-bbox="863 566 1310 589">6 Make accurate and productive use of assessment</div> <ul style="list-style-type: none"> 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. <div data-bbox="863 790 1437 835">7 Manage behaviour effectively to ensure a good and safe learning environment</div> <ul style="list-style-type: none"> 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. <div data-bbox="863 1099 1230 1122">8 Fulfil wider professional responsibilities</div> <ul style="list-style-type: none"> 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. <div data-bbox="863 1361 1345 1384">PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</div> <p>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.</p> <ul style="list-style-type: none"> Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> 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.
---	--

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix 4 - Headteacher's Standards

(see [Headteachers' standards 2020 - GOV.UK](#))



Appendix 5 – Nolan Principles

[The Seven Principles of Public Life - GOV.UK](#)