



Code of Conduct Policy

Staff

Reviewed August 2024

Next review: August 2025

ESBM sets out the following standards that apply to all staff regardless of their position.

1. Professional Values and Relationships Staff should:

- 1.1 be caring, fair and committed to the best interests of the pupils/students entrusted to their care, and seek to motivate, inspire and celebrate effort and success
- 1.2 acknowledge and respect the uniqueness, individuality and specific needs of pupils/ students and promote their holistic development
- 1.3 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 any further grounds as may be referenced in equality legislation in the future
- 1.4 seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement. Staff must not develop social/personal relationships with pupils/students outside professional limits.
- 1.5 work to establish and maintain a culture of mutual trust and respect in their schools.

2. Professional Integrity Staff should:

- 2.1 act with honesty and integrity in all aspects of their work
- 2.2 respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- 2.3 represent themselves, their professional status, qualifications and experience honestly
- 2.4 avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on pupils/students.
- 2.5 understand that they have freedom within the law: to question and test received wisdom; to put forward new ideas and controversial or unpopular opinions without placing themselves in jeopardy of losing their jobs or privileges they may have at the provider.

3. Professional Conduct Staff should:

- 3.1 uphold the reputation and standing of the profession
- 3.2 take all reasonable steps in relation to the care of pupils/students under their supervision, so as

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to ensure their safety and welfare

3.3 work within the framework of relevant legislation and regulations

3.4 comply with school policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection

3.5 report quickly, where appropriate, incidents or matters which impact on pupil/student welfare including suspicion of online bullying or grooming

3.6 communicate effectively with pupils/students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect

3.7 ensure that any communication, including online with pupils/ students, colleagues, parents, school management and others is appropriate, including communication via mobile phone, electronic media, such as e-mail, texting and social networking sites. Staff communication with pupil/students must be strictly limited to professional matters.

3.8 Staff must not form social/personal relationships with pupil/students

3.9 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 other format

3.10 ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or other format

3.11 ensure that they do not practise while under the influence of any substance which impairs their fitness to teach.

4. Professional Practice Staff should:

4.1 maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback

4.2 apply their knowledge and experience in facilitating pupils'/students' holistic development

4.3 plan and communicate clear, challenging and achievable expectations for pupils/students

4.4 create an environment where pupils/students can become active agents in the learning process and develop lifelong learning skills

4.5 develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/ students

4.6 inform their professional judgement and practice by engaging with, and reflecting on, pupil/student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation

4.7 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

4.8 act in the best interest of pupils/students.

5. Professional Development Staff should:

5.1 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.

6. Professional Collegiality and Collaboration Staff should:

6.1 work with teaching colleagues and other staff in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for pupils/students

6.2 work in a collaborative manner with pupils/ students, parents/guardians, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of pupils/students

6.3 engage with the planning, implementation and evaluation of curriculum at classroom a