



Staff Code of Conduct

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1. Aims, scope and principles

This code of conduct aims to set and maintain standards of conduct that we expect all staff to follow. The code of conduct is central to the school's vision and ethos and supports the school's four driving principles of Professionalism, Inclusion, Pedagogy and Curriculum:

Vision

Langdon Park School will be widely respected as a community that offers students a life changing education. Our purpose is to inspire, ignite and unlock the creativity and curiosity of every child and adult in our community. Pedagogy and professionalism are the driving forces in our School. Adults and students value excellence, tolerance, understanding, collaboration and self-improvement. From a focus on learning will emerge a sense of confidence, curiosity, strength and determination to meet the challenges of the Modern World. Every stakeholder will reflect upon and articulate their personal learning journey. We will have a shared purpose, a shared language and a relentless formative culture that challenges everyone to grow, improve, support and raise standards.

Outcomes

Every student will graduate with the best possible qualifications, a strong sense of purpose, confidence, self-belief and eager and ready to play a positive role within the local and wider community.

Our Learning Culture is underpinned by four principles:

Professionalism: Our relentless pursuit of high standards and expectations.

Inclusion: Our commitment to ensure equality of opportunity and celebrate diversity.

Pedagogy: Our commitment to reflect and develop our craft so students succeed.

Curriculum: Our desire for students to acquire powerful knowledge so they become independent critical thinkers able to make informed choices and secure a bright future.

The basis of this code of conduct are the DfE Teachers' Standards. The code reaffirms many of the standards explicitly and adherence to the code is part of colleagues' obligations to be aware of in meeting their Teacher Standards. The school also meets many of its obligations outlined in The Equalities Act through staff adherence to the code of conduct.

First and foremost staff are role models for the students. Our expectations here are explicit in our 4BEs ethos:

- we role model the highest standards of professionalism and the behaviours we expect from others at all times
- we will uphold all aspects of the school code of conduct
- we uphold and apply all the school's policies, routines and expectations with absolute consistency
- we are transparent, fair and consistent in all our dealings with students
- we will establish and maintain an environment for learning that creates, nurtures and celebrates excellence in all aspects of school life

We aim to provide our students with absolutely the very best academic education possible, whilst working to develop their whole character. This ambition is what drives our vision and principles.

Our commitment to developing our pedagogy and curriculum is to ensure we provide every student with the qualifications, skills and abilities to secure the best possible future for themselves, as happy, confident and responsible adults.

We are equally committed to ensuring the wellbeing of all staff. Our commitment to staff well being is outlined in our wellbeing charter:

Our Staff Charter sets a standard which we all seek to follow; great schools thrive because of the people in them. A core principle at Langdon Park School is inclusion where we are driven by a sense of empathy, genuine care, collaboration and acceptance of difference and all have a voice in shaping the future of our School. Every member understands their responsibility to each other, the school and wider community. As a result we place well-being at the heart of our daily actions through our: *Langdon Park Staff Charter*.

BE INCLUSIVE: *YOUR CONTRIBUTION WILL BE RECOGNISED AND VALUED.*

- Time will be respected & supported and individuals and achievements are celebrated
- The school observes the STPCD requirement of 1265 directed hours and publishes a time budget to show the breakdown of 1265.
- All staff will be recognised as individuals, who have priorities outside of work.
- Teams will promote openness and collaboration so that we learn from each other in a positive and constructive way.
- The importance of clear and appropriate communication is valued, and we commit to this.
- The impact leaders have on all colleagues is recognised; we support and develop leadership to create the best possible culture for pupils and staff.

BE PROFESSIONAL: *YOUR WELLBEING IS IMPORTANT:*

- [A school calendar that maximises opportunities for staff personal time](#)
- Access to materials which support the development of personal health and wellbeing.
- Access to support through occupational health and counselling.
- You will be enrolled into a Defined Benefit Pension Scheme (TPS or LGPS) unless you opt out.
- The benefits of positive relationships and working constructively with professional organisations and Trade Unions are recognised
- A welcoming and calm environment in which to take a break.
- Committed to ensuring equality and that all staff are treated fairly, in line with policies.
- Staff well-being and workload is considered as part of decision making at all levels
- Integrity and professionalism underpin our approach to accountability.

BE KNOWLEDGEABLE / BE A LEARNER: YOU WILL BE SUPPORTED TO GROW AND DEVELOP AS A GREAT PROFESSIONAL.

- Access to high quality development opportunities to support your next steps in a culture of collaboration and teamwork.
- Help and support to achieve excellence through high quality professional feedback and dialogue.
- Appraisal processes will always be supportive and developmental.
- Endeavour to provide opportunities to invest in self-care and enhancing well-being
- Meetings are developmental, well organised and efficiently run.

We understand the strength and importance of our community and work closely with our families, our local partnerships and our wide-ranging links with major businesses and universities to achieve these aims.

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

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures. In the first instance a verbal reprimand will be given. Further failures to follow and uphold the staff code of conduct will be dealt with in writing and as part of the school's disciplinary policy.

The code of conduct is an articulation of our vision and principles.

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 students.

2. Legislation and guidance

We are required to set out a staff code of conduct under regulation 7 of The School Staffing (England) Regulations 2009.

In line with the statutory safeguarding guidance 'Keeping Children Safe in Education (September 2025)', we should have a staff code of conduct, which should cover acceptable use of technologies, staff/student relationships and communications, including the use of social media.

Relationships between staff and students is subject to the Sexual Offences Act 2003

3. General obligations

All staff will model a high standard of professionalism to colleagues and the students.

They will:

- maintain high standards in their attendance and punctuality
- uphold and apply all the school's policies, routines and expectations with absolute consistency
- recognise and work within the school's line management structure
- arrive to school in a timely manner and in time for the start of the school day at 8.30am. Staff are required to "check in" using their ID badges when they enter the premises
- follow the correct procedure for informing the school of any absence and set cover work when absent from school including informing your line manager of any and all absences from work
- inform the headteacher in advance of applying for any post in another school or organisation Colleagues must provide evidence of interviews they are called for.
- attend a return to work meeting with their line manager on returning after an absence through illness
- meet and greet students at the start of every lesson with all learning materials and activities prepared. If not teaching, staff must be visible and present in department areas to support a prompt start to lessons

- oversee an orderly end to lessons and ensure students leave classrooms and corridors through the correct doors
- never use inappropriate or offensive language in school and treat everybody with dignity and respect
- show tolerance and respect for the rights of others
- support fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- express personal beliefs in a way that will not overly influence students, and will not exploit students' vulnerability or might lead them to break the law
- understand the statutory frameworks they must act within, including the Equalities Act
- uphold the Teachers' Standards.

The school's principles are expressions of our values. The shared vocabulary of the school and the commitment of all staff to the principles will ensure that we model the highest standards and expectations to each other, students and their families.

4. Safeguarding and Child Protection

All staff have a duty to safeguard students from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, or neglect.

Staff must have full knowledge of Keeping Children Safe in Education (KCSIE), our Safeguarding policy and procedures and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.

Our Safeguarding Policy and procedures have been issued to all staff and are on all staff desk-top computers. New staff are provided with safeguarding training when they join the school.

All staff are reminded of their mandatory duty to report FGM and Radicalisation.

If staff leave the school site during the school day (including at lunch time) they must inform their line manager, sign out and in at reception.

Staff must ensure that students are not left in rooms unsupervised. This includes leaving a class with a TA.

Students must not be let into any building during break or lunchtime and buildings must be clear of students at the end of lessons.

Staff must ensure that students are not let out of class unless in an emergency. Staff will call on call for a student to be escorted.

Staff must ensure that unoccupied rooms are locked

Staff must not save their email passwords on computers in classrooms

5. Staff/student relationships

All staff will observe proper boundaries with students 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.

If staff members and students must spend time on a one-to-one basis, staff will ensure that:

- this takes place in a public place that others can access
- others can see in to the room
- all aspects of the school's Safeguarding Policy are adhered to

Staff should avoid contact with students outside of school hours unless an exceptional circumstance would warrant this.

Should personal contact details need to be exchanged between staff and students (e.g. during residential/ theatre trips etc.) staff should use a mobile phone provided by the school.

While we are aware many students and their parents may wish to give gifts to staff, for example, at the end of the school year, gifts from staff to students are not acceptable other than in line with the student rewards policy (see Behaviour Policy). Gifts of a value greater than £10 must be declared to the School Business Manager.

If a staff member is concerned at any point that an interaction between themselves and a student may be misinterpreted, this should be reported to the school's Designated Safeguarding Leader or the Headteacher.

As a result of their position of power and authority members of staff may find that students develop crushes or infatuations with them. If a member of staff suspects this to be happening they must report this to their line manager.

Staff should avoid physical contact with students as it could be misinterpreted, leave them open to accusations of misconduct or leave students feeling uncomfortable. Staff should be familiar with guidance regarding restraint and reasonable force outlined in the Physical Intervention Policy.

There might be moments when a student defies a member of staff's instruction and seeks to walk off or leave a room/place without permission. In those situations staff should not attempt to block or prevent a student from leaving. Staff should follow up such incidents with their line manager and SLT.

There will be occasions when a student needs to be searched. If a member of staff feels a student needs to be searched they must inform a member of SLT. Staff must not search students. The school will follow all DfE guidelines when searching students.

If a student refuses to comply with a member of staff seeking to enforce a school rule and confiscate a barred item staff must not seek to forcibly confiscate the item. In these instances staff should report the incident to their line manager and a member of SLT.

There are occasions when physical contact with a student may be proper or necessary. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or DT, Performing Arts, or if a member of staff has to give first aid. Students with special educational needs may need staff to provide physical prompts or help.

Physical contact is appropriate to greet/praise students e.g. shaking hands or a pat on the shoulder to congratulate.

Staff must report any concerns they have about any "low level" inappropriate relationships between a member of staff and a student. These concerns should be reported no matter how "minor" or "nagging". Such concerns would be based on, but are not exclusive to, activities such as:

- being over friendly with children
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language

6. Communication and social media

Staff who have social media profiles must not make them available to current students or those still in full time education. Staff who have a personal profile on social media sites are encouraged to avoid using their full name, as students may be able to find them. Staff should consider using a first and middle name instead, and should set public profiles to private. Staff must not reference the school in any social media, other than professional networking sites such as LinkedIn

Staff must not contact students 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 students' or parents' social media profiles.

Staff must not use their personal phones to record or photograph students. For activities that require recording staff must use school devices.

Staff must not post any images or specific information (e.g. names) regarding students online that identify children who are students at the school without their consent.

Staff must be aware of, and adhere to, the school's E-safety policy.

Staff must remain up-to-date, understand and sign the Staff ICT Acceptable Use policy.

7. Acceptable use of technology

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.

Staff will not use personal mobile phones, earphones and laptops, or school equipment for personal use, during teaching time or in front of students or during meetings. They will also not use personal mobile phones or cameras to take pictures of students.

The school has the right to monitor emails and internet use on the school IT system. Staff must adhere to the school E Safety, Mobile Phone and Electronic Policy with particular attention to use of mobile phones on school site.

8. Confidentiality

In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, students and their parents.

This information will never be:

- disclosed to anyone without the relevant authority;
- used to humiliate, embarrass or blackmail others;
- used for a purpose other than for which it was collected.

This does not overrule the duty of staff to report child protection concerns through the appropriate channel/s where it is believed a child is at risk of harm.

9. Honesty and integrity

Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with students, handling money, claiming expenses and using school property and facilities.

Staff will not accept bribes. Gifts should be rejected, unless this would cause offence. If a gift of any value above £10.00 is accepted it must be declared and recorded on the Gifts and Hospitality Register. If a student regularly offers low cost gifts this must be recorded as a safeguarding concern.

Staff will ensure that all information given to the school about their qualifications and professional experience is correct.

10. Dress code

Staff will dress in a professional and appropriate manner taking into account their responsibility as role models to students and a school setting. Examples of inappropriate clothing would include jeans; short skirts/shorts or vests/tank tops worn without a shirt.

Staff are required to wear a lanyard with their staff ID at all times

Outfits should not be revealing.

Clothes will not display any offensive or political slogans.

Sports and/or leisure wear such as trainers or flip flops are not permitted (other than PE teachers).

11. Conduct outside of work

Staff will not act in a way that could bring the school or the teaching profession into disrepute.

Where staff have a connection to a student or a student's family outside of school they must declare that connection to their line manager. Staff must not use their role in school in any advocacy capacity or in any way that could be perceived to be to the advantage of a student/family they are connected to outside of school.

Staff must declare all paid work done outside of school. LBTH teacher contracts state: During this employment, you shall not, without the prior written authority of the Employer, whether paid or unpaid, be directly or indirectly engaged, concerned or have any financial interest as an agent, consultant, director, employer, owner, partner, shareholder or other capacity in any other business, trade, profession or occupation (or the setting up of any business, trade, profession or occupation).

12. Monitoring arrangements

This policy will be reviewed every two years, but can be revised as needed. It will be ratified by the full Governing Body.

13. Links with other policies

This policy links with DfE policies on:

- School Teachers Pay and Conditions
- Teacher Standards

The policy links to LA policies on:

- Staff disciplinary procedures, which will be used if staff breach this code of conduct. It also sets out examples of what we will deem as misconduct and gross misconduct;
- Staff grievance procedures;

And school policies on:

- Safeguarding;
- E-safety/Acceptable Use policy;
- Staff Sickness/ Absence procedures
- Communication Policy
- Physical Intervention Policy;
- Behaviour and Reward Policy;
- Mobile Phone and Electronics Policy.

14. Policy Routines for all Staff

By ensuring they do the following staff will be complying with and upholding all expectations as set out in all policies:

Every day staff must:

- have read the daily bulletin by 8.30am
- have read their emails by 8.30am
- be on duty in their area at 8.30am
- when applicable be ready for line up in the playground at 8.30am
- meet and greet their tutor group as they arrive at 8.35am
- have a seating plan, check for correct uniform and LP3
- take their tutor registration accurately, recording a professionalism BP for any student without LP3/full uniform
- supply tutees with any missing equipment
- deliver the tutor programme including reading aloud to tutees during reading time.
- inform tutees of their detentions and follow up on missed detentions
- dismiss the students from the door and ensure they exit the corridor calmly and correctly carrying their LP2.

Before the lesson:

- we have planned a lesson incorporating the LPS lesson expectations. Our lessons are designed to ensure all students are challenged, engaged and make progress. Lessons are sufficiently challenging for the most able and are appropriately scaffolded for less able students.

At the start of every lesson

- we meet and greet students at the door at the start of every lesson (see checklist)
- we have a learning task ready for students as they enter the room
- we expect students to be ready to learn by being in correct uniform, **having** their LP3 out and starting their task without prompting
- we have a learning-based, mint class seating plan for every class
- we take an accurate register of attendance recording any lates and alerting on-call to any anomalies

During the lesson we:

- we are proactive and use the strategies in the behaviour toolkit to maintain positive behaviour for learning
- we only address the class when we have silence and eye contact using agreed strategies to ensure this
- explicitly structure and sequence the learning of all students using the LPS lesson expectations
- apply the assessment policy
- promote, maintain and insist upon high expectations for all work and behaviour throughout the lesson
- ensure students are presenting their work in line with school expectations
- focus on positives and stick to the 5/1 rule of positive to negative comments.
- ensure that students have at least 20 minutes of exam conditions practice and application in every lesson
- apply the system of warnings with consistency and in a non-confrontational manner
- explicitly inform students who are issued with a BP and explain they will now have an after-school detention
- do not let students out of lesson for any reason
- during P3 check the register and inform students with a late detention
- during P4 check the register and inform all students with a WSD to remain behind

At the end of the lesson:

- we award our 4BEs postcard for excellence to one student
- complete reports for students (all students on report are indicated in sims)
- we ensure the classroom is returned to its original state, ready for the next lesson
- teachers dismiss students from the door in a professional fashion ensuring students exit the corridor via the correct door
- at the end of P4 teachers escort students to WSD

At the end of the day:

- staff having given a BP attend the whole school detention for R&R with student
- staff will see all their on report tutees
- TLR staff will supervise WSD as scheduled

At LPS staff do not:

- issue sanctions outwith the behaviour policy or the behaviour toolkit
- give whole class sanctions and/or detentions

- let students out of lessons under any circumstances. In the event of an emergency or a student absolutely having to leave a lesson on-call is called. Students may be asked to stand outside a lesson for a minute or two if a teacher needs to speak to them to reset.
- prevent a student from leaving a room or any other place. Staff should only restrain a student if failing to do so would place the students or anyone else at risk of harm.

If during the day directed time (see time budget) a member of staff needs to leave site they must inform their line manager and sign out at reception.

If unwell staff follow the procedure as outlined in the cover policy ensuring they have phoned the cover line between 6.30am and 7.15am on the day of their illness and setting cover work with their HoF. Staff should have read and understood the Absence and Cover Policy in full. On returning to school after an absence through illness staff must attend a return to work meeting with their line manager and complete a return to work form.

Every week staff must:

- attend their calendared meetings. Where staff do not have scheduled meetings they must remain on site for directed time on Tuesdays
- complete their weekly duty punctually and actively wearing their blue hi-vis jacket.
- read the staff bulletin; submit activities, trips and visits to the bulletin including list of students involved by 3pm on Wednesday for the following week
- followed up on their tutor BPs and record the phone-call in sims

Every term staff will:

- have their PPA time designated and protected
- have regular line management meetings with their line manager or appraiser
- have extended CPD time in lieu of a calendared INSET day

15. Time Budget

The STPCD specifies the following:

A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher (or, where the teacher is not assigned to any one school, by the employer or the headteacher of any school in which the teacher may be required to work) for 1265 hours, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

[For] a teacher employed part-time, the number of hours the teacher must be available for work must be that proportion of 1265 hours, which corresponds to the proportion of total remuneration the teacher is entitled to be paid.

In addition to the 1265 hours a teacher is required to be available for work, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

Time Budget 25/26

Activity	hrs/week	hrs/year	
teaching	25	950	190 teaching days
CPD days		15	Sept/Jan/June CPD days. Other 2 days included in Tue PM.
tutor time	1.67	65.1	
Duties*	3.6	140	
Buffer**	0.2	7.8	
Tuesday CPD	2	78	includes parents' evenings
Appraisal		3	
open e		2.5	
TOTAL		1261.4	

*Morning break, the 10 minutes before the start of tutor time (8.30-8.40am) and the 10 mins at the end of P4 (3.10-3.20pm) are all directed time and counted as part of 1265 as "duties"

**buffer time is the gap between the end of the day and the start of meetings when meetings start within 60 mins of the end of the school day. Where the gap is greater than 60 mins this is not counted as directed time as colleagues would have enough time to leave site and return for their scheduled activity.

Colleagues will have 10% of their timetable designated as PPA time. This is protected time for preparation, planning and assessment. Colleagues cannot be directed during this time other than to complete PPA activities. All other non-contact periods are directed time and colleagues can expect to complete tasks as required by their line manager during this time, including rarely cover. When colleagues gain time when exam classes are not being taught this time too is directed time. Colleagues under their teaching load will be assigned a sixth form private study period and/or a step-in period.

