



Clovelly House School  
Stay safe, respect, achieve

# Code of Conduct For Staff Policy

January 2026



**Content**

1. Introduction ..... 3

2. The Code of Conduct ..... 3

3. Purpose ..... 3

4. Roles and Responsibilities ..... 3

5. Safeguarding ..... 5

Appendix A (Guidance for Safer Working Practice for those working with children and young people in education settings', (Apr 2024)) ..... 6



## Clovelly House School Policy

### Code of Conduct for Education Staff

#### 1. Introduction

Teaching is a profession, based on the transference of skills, knowledge and information.

Professional standards and competent practice is a requirement of the teaching profession as much as any other setting. The teaching environment offers a wide range of issues that must be considered in relation to the proper care and control of young people, and requires those involved in this area of practice to develop a range of skills that reflect this.

The following areas are identified as key to the completion of the task of teaching effectively and in a manner that reflects the status, which it carries. These are not exclusive and are offered as guidance for staff for their general conduct. They are based upon the evidence of good practice.

This Code of Conduct is not intended to replace job descriptions or person specifications, but to serve to act as a guide to the standards and level of professionalism expected of all staff within the school.

#### 2. The Code of Conduct

The Principal requires all staff engaged in the teaching of young people to adhere to this Code of Conduct. It is a statement of the principles that are held as acceptable. As such they are implicit in the practice of all staff, failure to take them into account whilst engaged in this work is not acceptable, and can be construed as a breach of a duty of the care to the young people concerned. At all times, school staff will refer to the document Keeping children Safe in Education 2026 which overrides all other policies..

#### 3. Purpose

Teaching staff should uphold the rights of young people with whom they work and recognise their concordant responsibilities.

Young people have certain rights that are enshrined in the International Agreement and United Kingdom Law. These rights are non negotiable for any young person. The duty of teaching staff is to recognise and uphold them to the best of their ability. They also have a duty to promote these rights in the community for all young people with whom they work.

It is important to note that young people in the Care System also gain specific rights that are linked to their status, these too must be taken into consideration, these may be classified as inherent rights and actionable rights – the latter require staff not only to acknowledge them, but to act upon them.

Within these actionable rights the following have been identified as being the most relevant to the education that we provide as part of Clovelly House School:

- ❖ The right to protection from exploitation and harm by those with whom they live and the community in general
- ❖ The right to receive health services that are appropriate to their needs and accessible to them in their placements
- ❖ The right to receive education that is of a quality and standard that a child in the community would receive
- ❖ The right to life chances equal to or better than their peers including the right to live independently in a secure environment

#### 4. Roles and responsibilities

Commensurate with these rights, are the responsibilities that young people must learn to take upon themselves as they progress into adulthood. The identification and recognition of these responsibilities and



## Clovelly House School Policy

the enabling of young people to take them on appropriately for their age and understanding is central to the task in hand.

They should be taught to behave in a manner that reflects their professionalism and is relevant to their role.

Teaching staff are required to be seen to be responsible in their actions on a daily basis. The interpretation of this requirement may rest with staff at any given time. However, it should always include the following:

- ❖ An awareness of the impact of language on young people, their families, visitors and other professionals with whom they come into contact. There may be differences in the type of language used dependent upon the prevailing circumstances. However, this does not justify anything, which may be deemed inappropriate, offensive or unprofessional conduct.
- ❖ Dressing in a manner that reflects the role undertaken – this may differentiate between different forums and environments.
- ❖ A commitment to professional standards of work – for example good timekeeping and accountability for actions taken. Contribution to team working and a consistent approach to the development of the educational curriculum.

The professional task also requires a commitment to the routines and practices of daily life. These are not in place for the ease of the staff. They can be seen as a necessity for the running of an effective environment in which young people can learn to function successfully.

Staff members are required to act within the law at all times, and be familiar with legislation that is relevant to their position, status and role.

Teaching staff members have a responsibility to act within the laws of the United Kingdom. Actions, which constitute breaking the law, are not acceptable within the teaching environment. Similarly, the encouragement of, or collusion with, others to break the law is an unacceptable act.

Acts of omission may be construed in a similar light if they are seen to have been predictable and avoidable in normal circumstances. Teaching staff should consider carefully their actions in any situation where a service user or their family/ contacts may be involved in criminal activities.

***They should show respect for all persons with whom they come into contact.***

Respect for persons is central to any understanding and development of a working relationship. It is usually understood to be directly related to the client or service user, however teaching staff members come into contact with a wide range of people in the course of their work, and it is their duty to ensure that this contact reflects their professional status.

This respect may be translated into upholding the rights of individuals, and working in a way that is non-judgmental and non-oppressive. This is not to say that challenging behaviour and opinions should be avoided but rather that it should be done in a way that promotes equality and justice for all.

Respecting difference must override any personal feelings that a staff member may have on an issue. Issues that have a personal impact on a member of staff should be recognised and taken into account but cannot prejudice the rights of others. Professionalism requires that staff members are able to recognise such circumstances and act on them accordingly.

Staff members should work within the guidance, procedures and policies of the organisation and, essentially, the document, 'Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings'.

Organisational policy and procedures are provided to enable staff to work within an accepted framework.

It should be remembered that policy and procedure also afford protection for staff – they uphold their rights as employees and provide a framework within which this employment can be undertaken safely.

The interpretation of policy, procedure and guidance at local levels may fall to senior teaching staff and may be communicated to staff through the teaching structure.



## Clovelly House School Policy

Staff members should promote and maintain relationships that are appropriate and take responsibility for ensuring that firm boundaries remain in place within any such relationships.

It is inevitable and indeed essential to good practice that teaching staff will form relationships with the young people with whom they work. It is important that the nature and purpose of these relationships remains clear to all those involved. Professional practice requires that these relations be based upon the foundations of trust.

The school has a zero tolerance for sexual harassment in the workplace. Any staff member who harasses or is perceived to be harassing another staff member will initial a full investigation, potentially leading to dismissal and/or police involvement.

Any behaviour that is likely to erode or abuse this trust by a member of staff or a young person must be taken seriously. It is the responsibility of each member of staff to ensure that young people are clear about the extent of the professional boundaries that exist within the relationship that they have and are able to identify when these boundaries have been crossed.

Relationships that constitute abuse whether that is emotional, physical or sexual, or involve an improper use of power by an individual are in no way permitted and any member of staff that is aware of such a relationship existing has a duty to report it immediately.

It is accepted that staff may form intimate relationships with their colleagues, and this will be tolerated as long as those relationships do not impact upon the functioning of the school in any way, and do not conflict with any line management roles that are undertaken.

Any relationships, which do impact upon the functioning of the school or the welfare of any service users, will be treated seriously by the organisation.

Staff members should be aware of and utilise professional knowledge and materials that support work undertaken.

The use of theory underlies any practice that is undertaken in teaching generally. It is the duty of teaching staff to make use of training and development opportunities that are available to inform their own practice.

### 5. Safeguarding

The document, 'Guidance for safer Working Practice for those working with children and young people in Education Settings' is the core document upon which all safeguarding practice is based within the organisation. Staff members are required to read and understand this document and to sign the training checklist the this has been completed. (See Appendix A.) Staff members may request a copy of the document for their own reference and records.

**See also:** Clovelly House Employee Handbook.

**See Appendix A below: (Working Together to Safeguard Children)**