Staff Code of Conduct
2026 - 2027

SOUTHWARK INCLUSIVE LEARNING SERVICE
(SILS)

Headteacher	Signature:
Management Committee	Signature: 3/11/26.
Last Review Date	September 2026
Next Review Date	September 2027

1) Behaviour and standards

'Each employee shares a responsibility for recognising the sensitivities and feelings of others, which may be different from their own but no less valid. All employees should be committed to high standards in delivering work and dealing with colleagues, this will not only be about the tasks people do but the effect of their words, how they interact/engage with others and tackling discriminatory or inappropriate behaviour' (Respect at Work Policy – Sept 09). Employees also have a responsibility to not behave in such a way that may 'bring the reputation of the school into disrepute' outside of working hours particularly if they live and work in the local community. Employees have a responsibility to work with colleagues and treat them with respect.

School/Council employees are expected to give the highest possible standard of service to the public and, where it is part of their duties, to provide appropriate and impartial advice to elected Members and colleagues. All employees are expected to bring to the attention of the appropriate manager any deficiency in the provision of services to the public.

Teachers are also subject to the standards of personal and professional conduct in the Teachers' Standards.

All employees are expected, without fear of recrimination, to report to the appropriate manager any impropriety or breach of procedure. The school has a procedure for "whistle blowing" (raising a concern) to facilitate this.

2) Appropriate dress

The school expects all employees to dress in professional business attire whilst at work, so that confidence of service users is maintained and to reflect the professional standards of the organisation. Whilst the school values diversity and is not seeking to achieve a complete uniformity of dress style, the school does expect all employees' clothing at work to be neat, clean, modest and appropriate.

Business attire should be suitable for a school setting and support the employee's role and responsibilities. Clothing should be smart, well-fitting, and in good repair. Items of clothing that are overly casual, revealing, or likely to undermine a professional image are not considered appropriate for the workplace.

Employees whose roles involve direct work with pupils should ensure that their clothing also supports safety, safeguarding, and positive role-modelling. Adjustments may be made where required for health and safety reasons, religious observance, cultural expression, or medical needs.

Any concerns regarding appropriate dress will be addressed sensitively and in line with the school's commitment to dignity, equality, and respect.

3) Confidentiality and Disclosure of information

The law and the Council also encourage open government and has its own standards for disclosing certain types of information. All employees must be aware of which information the Council is and is not open about and act accordingly.

Employees should not communicate to the public, press, television or any outside agency the contents of any documents relating to the school/Council or the proceedings of any committee meeting that is confidential information unless required by law or authorised by an appropriate manager to do so. The only exception is in the case of elected Trade Union officials acting in their official capacity. However, Trade Union representatives would be expected to raise any issues through the normal channels through the school and or the LA in the first instance.

Employees should not use any information obtained in the course of their employment for personal gain or benefit, nor should they pass it on to others who might use it in such a way for example passing dates for review of contracts for services before they are public knowledge.

Any particular information received by an employee from an elected Member which is personal to that Member and does not belong to the school/Council should not be divulged by the employee without the prior approval of that Member except where such disclosure is required or sanctioned by law.

Staff or Volunteers in schools 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 pupils or the School should not be shared casually however; information that might suggest that a child is in need or at risk of significant harm must be shared with the Designated Person, in accordance with the safeguarding / child protection procedures.

4) Social contact

Staff should not establish or seek to establish any social contact with a pupil or their parents/carers. Unplanned or other social contact that happens outside of the school setting should be reported to the Head Teacher. Staff should not give their personal telephone numbers or email addresses to pupils or their parents. No member of staff will enter into extra or private tuition or childcare arrangements with parents without the permission of the Head Teacher. Staff should notify their line manager of any existing or previous family or social relationship with a pupil or their parents/carers.

Please see section 35 for the use of internet and section 36 for the use of social media and.

5) Physical contact

When physical contact is made with pupils, 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. Extra caution should be exercised where a child is known to have suffered previous abuse or neglect. Such experiences may sometimes make a child exceptionally needy and demanding of physical contact and staff should respond sensitively by deterring the child through helping them to understand the importance of personal boundaries. Any extreme attention-seeking or behaviour by pupils that makes staff feel uncomfortable should be reported to a line manager. Staff supervising PE and games or providing music tuition may be required to initiate physical contact with pupils, the principle of "limited touch" should be applied, with understanding of pupils' sensitivities and with the pupil's agreement. Children are entitled to respect and privacy whilst they are changing or showering after games or swimming.

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to an inappropriate relationship is also unacceptable. Staff must understand that any breaches in the law or professional expectations might lead to criminal or disciplinary action and barring. Employees should make themselves aware of the safeguarding and behaviour management policies adopted by the school.

Staff Expectations

The working day starts at 8:30am and all staff are expected to be in school by this time.

Attendance: all staff to be punctual to meetings arranged in directed time

- Morning briefings – 8:35am
- Tuesday: Staff meetings or training – 2:45pm / 3:00pm
- Assembly and others (as detailed on calendar)

Dress Code & Appearance (to be read in conjunction with staff code of conduct).
Staff to note that acceptable clothing for work will be:

- Appropriate length outfits (i.e. a minimum of knee length)
- Blouses/shirts (long or short sleeve)
- Smart plain T-shirts/polo shirts
- Jumpers, jackets, dresses, business suits, ties
- Footwear that is safe, sensible, smart and in good repair

Non-acceptable Clothing

- Extra short or tight outfits, incl. lycra cycling shorts, leggings, etc.
- Leisure shorts, tracksuits, trainers, unless for PE or sports
- Clothing with tears, holes and rips or that is not clean
- Low cut T-Shirts, blouses, vest or crop tops
- Flip flops or sliders

Exceptions: It is recognised that there may be specific occasions where the usual dress code would not be appropriate e.g. outdoor/adventure visits or for medical reasons and in these circumstances, guidance will be provided.

The dress code may be relaxed on training days at the discretion of the Headteacher.

Visible tattoos where present must not be offensive to others. Where they are deemed to be offensive or inappropriate they must be appropriately covered.

Duties

- Duty day as advised, break, beginning/end of lunch, after school.
- Staff to be at classroom doors at start and end of lessons

Homework

- To be set half termly in booklet form at KS3, and weekly at KS4 as directed by ASL
- Tutors to support and encourage engagement and completion
- Google platform to be utilised for homework across the school
- To be marked promptly and appropriate feedback provided.
- Information on non-completion to be passed to tutors and inclusion leads, who will liaise with parents

Sharing Learning

- Objectives and Outcomes: WALT and WILF - what are we learning today and what I'm looking for should be made clear in all lessons

- Marking: minimum weekly, targets and comments on steps for improvement (ref marking policy)
- Assessment: specific piece of work formally marked according to shared criteria at least once every 4 weeks, levels shared with pupils. Encourage self and peer assessment
- Plenary – what did they learn, not what was taught!
- Reporting and monitoring of assessment: current attainment and effort levels reported every six weeks (once every half term).
- Student progress reports (academic, pastoral and intervention) to be produced and discussed with parents termly

Ready to Learn

- Teachers to be on time ready to welcome students to lessons, especially at end of break and lunchtime. Lead staff on duty to signal for pupils to go immediately to lessons.
- Planners, books and equipment on desks immediately
- Starter activity: strategies to engage pupils immediately
- Presentation to conform to expectations – underline title and date, margins, pens for written work, and pencils for diagrams unless advised otherwise

Rewards and sanctions

- Merits: reward effort, achievement and illustrations of school values (see planner for criteria)
- Positive behaviour management – emphasise pupil choice, positive relationships, repair and restorative approaches, as appropriate
- Remember, aim of rewards is to encourage engagement with learning, minimise disruption and reinforce positive behaviour.

Monitoring: By line managers as per guidance on planning, teaching, learning, assessments, etc.