

Staff Code of Conduct

Exppanse Learning Group

September 2024

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Version:
7

This Policy was approved by:
Board of Directors 2nd September 2024

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1. Scope

This policy applies to all staff at Expanse Learning.

2. Aims

This policy aims to set and maintain standards of conduct that we expect all staff to follow. By creating this policy, we aim to ensure we provide an environment where everyone is safe, happy, and treated with respect.

Many of the principles in this code of conduct are based on Expanse Learning Organisational Values and Behaviours (see Annex 1) and the Teachers' Standards (see Annex 2). Staff have an influential position in the organisation and will act as role models for students by consistently demonstrating high standards of behaviour. We expect that all staff will act in accordance with Expanse Learning Organisational Values and Behaviours and the personal and professional behaviours set out in the Teachers' Standards.

We expect all support staff, governors and volunteers to also 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. 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 Expanse Learning and its students.

3. Legislation and guidance

In line with the statutory safeguarding guidance 'Keeping Children Safe in Education', we must have a staff code of conduct, which should cover acceptable use of technologies, staff/student relationships and communications, including the use of social media. This policy also complies with our funding agreement and articles of association.

4. General obligations

Staff must set an example to students.

They will:

- Maintain high standards in their attendance and punctuality
- Never use inappropriate or offensive language
- Treat students 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
- 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
- Adhere to the Teachers' Standards

5. Responsibilities

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, and therefore trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

This means that staff should:

- Understand their responsibilities which form part of their job role, and be aware that sanctions will be applied if these provisions are breached
- Always act, and be seen to act, in the student's best interests
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Take responsibility for their own actions and behaviour

6. Safeguarding

Expanse Learning will:

- Promote a culture of openness and support
- Ensure that systems are in place for concerns to be raised

- Ensure that adults are not placed in situations which render them particularly vulnerable
- Ensure that all adults are aware of expectations, policies and procedures.

Directors, managers, and the Governing Board will ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored. Staff will familiarise themselves with 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 student. Our safeguarding policy and procedures are available through the employee portal, the expanse learning website and in paper format upon request. New staff will also be directed to the Employee Portal during induction where they can access all relevant policies.

7. Low-level Concerns

Expanse Learning believes every child and young person should be:

- in an enjoyable and safe environment
- be protected from abuse.

This is the responsibility of everyone, and Expanse Learning recognises its responsibility to safeguard the welfare of all children and young people by seeking to protect them from all forms of neglect and abuse. Expanse Learning recognises that a critical step to safeguarding is to ensure that all those who work with children and young people in our school behave appropriately and that any concerns about an adult's behaviour are identified early and are managed promptly and appropriately.

Expanse Learning aims to create and embed a culture of transparency and confidence to enable all concerns about an adult's behaviour (including those below the referral threshold) that are below the expected standards and values of our organisation and does not meet the organisational expectations encapsulated within our Code of Conduct, can be shared responsibly, with the right person, enabling them to be dealt with promptly and appropriately.

The aim of the Expanse Learning's Low Level Concerns Policy is to support a culture that enables staff to feel confident to report any concern, no matter how small that concern is. This policy is endorsed by the school Governing Body.

For more information, please refer to: ELGR-POL-ORG-019 Low-level Concerns Policy

8. Making professional judgements

There will be occasions and circumstances where staff will need to make decisions or take action in the best interest of a student. Staff are expected to make judgments about their behaviour in order to secure the best interests and welfare of the students in their charge and, in so doing, will be seen to be acting reasonably. These judgments should always be recorded and shared with a manager. Staff must always consider whether their actions are warranted, proportionate, safe and applied equitably.

Staff should:

- Discuss the circumstances that informed their action, or proposed action, with their line manager or, where appropriate the designated safeguarding lead.
- Always discuss any misunderstanding, accidents or threats with their Line Manager or Designated safeguarding lead
- Always record discussions and actions taken with their justifications

9. Power of positions of trust and authority

All staff at expanse are in a position of trust in relation to all students on the roll. The relationship between a person working with a student is one which the adult has a position of influence or power, and the relationship cannot be one between equals. The potential for exploitation and harm of vulnerable students means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Therefore, staff must not:

- Use their position to gain access to information for their own advantage and/or a student or family's detriment
- Use their power to intimidate, threaten, coerce, or undermine students
- Use their status and standing to form or promote sexual relationships with students which are of a sexual nature, or which may become so

10. Standards of behaviour

All staff must not:

- Behave in a manner which would lead any reasonable person to question their suitability to work with children or vulnerable adults
- Make, or encourage others to make sexual remarks to, or about students
- Use inappropriate language to or in the presence of students
- Discuss their personal or sexual relationships with or in the presence of students
- Make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interrupted as such

11. Staff/student relationships

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 into the room
- A colleague or line manager knows this is taking place

Staff should avoid contact with students outside of school hours if possible. Personal contact details should not be exchanged between staff and students. This includes social media profiles. While we are aware many students and their parents may wish to give gifts to staff, for example, at the end of the academic year, gifts from staff to students are not acceptable.

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 their line manager or relevant persons.

12. Communication and social media

Staff's social media profiles should not be available to students. If they have a personal profile on social media sites, they should not use their full name, as students may be able to find them. Staff should consider using a first and middle name instead and set public profiles to private.

Staff should not attempt to contact students or their parents via social media, or any other means outside work, in order to develop any sort of relationship. They will not make any efforts to find students' or parents' social media profiles. Staff will ensure that they do not post any images online that identify children who are students at Expanse Learning without their consent.

WhatsApp MUST NOT be used for any business purposes unless with the explicit approval of the Board of Directors. Although Expanse Learning can't control the personal use of WhatsApp, we stress the importance that any data or information that is the property of Expanse Learning MUST NOT be sent using personal WhatsApp groups or chat messages. Please refer to the Data Protection and Privacy Notice for definitions on what constitutes personal and sensitive information. Failure to follow this guidance may result in Disciplinary Action being taken against you.

Staff should also be aware of Expanse Learning's e-safety, e-mail and ICT Acceptable Use Policies

13. Acceptable use of technology

Staff will not use technology in Expanse Learning 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 and laptops, or equipment for personal use during working hours (excluding breaks) in emergencies please consult with your Line Manager. They will also not use personal mobile phones or cameras to take pictures of students. We have the right to monitor emails and internet use on the IT system.

DatabridgeMIS is Expanse Learning's data management system and must ONLY be accessed by an employee using their own credentials i.e. no sharing of usernames or passwords. DatabridgeMIS is fully auditable and any personal or malicious misuse of the system may result in formal action being taken.

14. Confidentiality

In the course of their role, members of staff are often privy to sensitive and confidential information about Expanse Learning, staff, students and their parents. This information is governed by the Data Protection Act (2018) and must not be:

- Disclosed to anyone without the relevant authority
- Used to humiliate, embarrass or blackmail others
- Used for a purpose other than what it was collected and intended for

All staff must:

- Know the name of their designated safeguarding lead and be familiar with LSCB/Expanse Learning's safeguarding and child protection procedures and guidance
- Treat information they receive about students and families in a discreet and confidential manner
- Seek advice from senior members of staff (designated safeguarding lead) if they are in any doubt about sharing information they hold, or which has been requested of them
- Be clear about when information can/must be shared and in what circumstances
- Know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported
- Ensure that where personal information is recorded using modern technologies that systems and devices are kept secure

This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child is at risk of harm.

15. 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 Expanse Learning property and facilities. Staff will not accept bribes. Gifts must be declared to your Line Manager and recorded in both the employee file and on the gifts and hospitality register (Databridge Event: Gifts and Hospitality Register). Staff will ensure that all information given to Expanse Learning about their qualifications and professional experience is correct.

16. Dress code

Staff will dress in a professional and appropriate manner and outfits must not be overly revealing. Clothes must not display any offensive or political slogans. This means that staff should wear clothing which:

- Promotes a positive and professional image
- Is appropriate for their role
- Is not likely to be viewed as offensive, revealing, or sexually provocative
- Does not distract, cause embarrassment or give rise to misunderstanding
- Is absent of any political or otherwise contentious slogans
- Is not considered to be discriminatory
- Is compliant with professional standards (No leggings, jeans (Denim) of any type, camisole tops, revealing clothing, open toe shoes, trainers/pumps, gym wear unless appropriate to specific curriculum activities).
- FOOTWEAR - Flip-flops, sliders, crocs, toe post sandals and other beach type footwear are not appropriate for work. Certain jobs may require staff to wear protective footwear, cleaning, cooking, and grounds maintenance. These staff must wear the correct footwear for undertaking their work and if staff are uncertain, they must check with their Line Manager.
- TATTOOS - Anyone who has a visible tattoo which could be construed as offensive to any religion or belief, or is in any way discriminatory, racist, violent, or intimidating, will compromise their employment or placement at Expanse Learning. Likewise, an existing member of staff who becomes tattooed in this way may, after investigation, become subject to disciplinary proceedings
- JEWELLERY AND PIERCING - Jewellery/piercings must be discreet and appropriate and must not be a health and safety hazard. Jewellery/piercings must be removed where they are a risk to health and safety. Staff need to be mindful of the potential for injury from jewellery when physical intervention with a child is required. In P.E. jewellery should be removed, covered or taped up.
- HAIR - Hair and beards should not compromise health and safety. Long hair should be tied back when handling food, or when undertaking physical interventions.
- NAILS - Nail varnish, nail decorations and false nails are not permitted in food preparation/serving areas where the wearing of such would present a risk to health. Nails must be sufficiently short to ensure safe contact.

17. Gifts, rewards, favouritism, and exclusion

Staff must ensure that they do not accept any gift that may be construed as a bribe by others or lead the giver to expect preferential treatment. There are occasions when students or parents wish to pass small tokens of appreciation to staff e.g., at Christmas or as a thank-you and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Similarly, it is inadvisable to give such personal gifts to students or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return. Any reward given to a student should be in accordance with agreed practice, consistent with the behaviour policy, recorded and not based on favouritism.

Staff should exercise care when selecting students for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when students are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria.

18. Infatuations and 'crushes'

All staff need to recognise that it is not uncommon for students to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. They must make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to their Line Manager or designated safeguarding lead. This way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

The Line Manager/designated safeguarding lead should give careful thought to those circumstances where the staff member, student and their parents/carers should be spoken to and should ensure a plan to manage the situation is put in place. This plan should respond sensitively to the child and staff member and maintain the dignity of all. This plan will involve all parties, be robust and regularly monitored and reviewed.

19. Conduct outside of work

Staff will not act in a way that would bring Expanse Learning, or the teaching profession into disrepute. This covers relevant criminal offences, such as violence or sexual misconduct, negative comments about Expanse Learning on social media, as well as comments that could be construed as anything that could be in contravention with the protected characteristics.

20. Physical contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the students' individual needs and any agreed care plan.

Not all students feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, staff should seek the student's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.

This means that staff should:

- Only use physical contact as a last resort
- Never initiate physical contact with a student
- Consider their surroundings and physical environment and how it could be perceived
- Not to put yourself in a compromising situation i.e., being alone in a classroom with a student
- be aware that even well-intentioned physical contact may be misconstrued by the student, an observer or any person to whom this action is described
- never touch a student in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights

- always allow/encourage students, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed student is age appropriate
- always document and inform your Line Manager when and how they offered comfort to a distressed student
- establish the preferences of students
- consider alternatives, where it is anticipated that a student might misinterpret or be uncomfortable with physical contact
- always explain to the student the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender

21. Other activities that require physical contact

In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with students, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a student so they can perform an activity safely or prevent injury.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e., one easily observed by others and last for the minimum time necessary. This means that staff should:

- treat students with dignity and respect and avoid contact with intimate parts of the body
- always explain to a student the reason why contact is necessary and what form that contact will take
- seek consent of parents where a student is unable to give this e.g., because of a disability
- consider alternatives, where it is anticipated that a student might misinterpret any such contact
- be familiar with and follow recommended guidance and protocols
- conduct activities where they can be seen by others
- be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact

22. Intimate and personal care

Expanse Learning has intimate / personal care policies which ensure that the health, safety, independence, and welfare of students is promoted, and their dignity and privacy are respected. Students should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the student's care plan specifies the reason for this.

23. Behaviour Management

Corporal punishment and smacking are unlawful in all schools and early years settings. Staff should not use any form of degrading or humiliating treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable. Where students display difficult or challenging behaviour, adults should follow the behaviour and discipline policy using strategies appropriate to the circumstance and situation.

Where a student has specific needs in respect of particularly challenging behaviour, a positive handling plan including assessment of risk, should be drawn up and agreed by all parties, including, for example, a Head of Care where appropriate.

24. Positive Handling

Positive handling is a holistic approach to a range of risk reduction strategies which include non-verbal, verbal and where 'reasonable and absolutely necessary', physical interventions. Positive handling understands the importance of using de-escalation strategies where possible and being aware of levels of behaviour and the need for an appropriate staff response in order to maximise the opportunity to calm the incident through non-verbal and verbal strategies where possible.

Positive handling will be supported by documentation, which supports the students aims to provide security, safety acceptance for recovery, repair and reflection for all concerned. Every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment. Where unacceptable behaviour provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident.

25. The use of control and physical intervention

The law and guidance states that adults may reasonably intervene to prevent a student from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where Expanse Learning judges that a student's behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

In all cases where physical intervention has taken place, it must be recorded and subsequent actions and report these to a manager and the students' parents. Similarly, where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the student and parents/carers are aware of and have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a student of their liberty. Where appropriate staff will undergo relevant and industry standard behaviour management training.

This will define restraint as the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property.

Restraint:

- Should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised training, and this is up to date
- Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded in the school's incident recording system
 - An Individual Risk Assessment and Action Plan will need to be carried out – this might apply when an individual child or young person/child needs physical interventions, using strategies as a part of an on-going behaviour management plan.
- Staff need to be able to establish the possible consequences of using a particular method or methods of physical intervention when difficult behaviour occurs.
- Update the child or young person's Behaviour Plan including any physical interventions which have been successful and share with relevant colleagues
- If restraint is used, parents/carers need to be contacted before the child arrives home

Types of escorting and physical restraint techniques include:

- Caring C hold
- Caring C steer and guide or Friendly Hold
- Single Elbow
- Figure of Four
- Double Elbow
- Single Elbow to chair
- Single Elbow to knees
- Seated swap
- Half Shield

26. Sexual Conduct

Any sexual behaviour by a member of staff with or towards a student is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a student/Service User and sexual activity with a student will be a matter for criminal and/or disciplinary procedures.

This means that staff should:

- not have any form of sexual contact with a student
- avoid any form of touch or comment which is, or may be considered to be, indecent
- avoid any form of communication with a student which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g., verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- not make sexual remarks to or about a student

- not discuss sexual matters with or in the presence of students other than within agreed curriculum content or as part of their recognised job role

27. Home visits

All work with students and parents should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned, or specific situation or job role, where it is necessary to make one-off or regular home visits. It is essential that appropriate policies and related risk assessments are in place to safeguard both staff and students, who can be more vulnerable in these situations.

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the student, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g., hostility, child protection concerns, complaints, or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations.

28. Transporting students

In certain situations, staff or volunteers may be required or offer to transport students as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks. Staff should not offer lifts to students unless the need for this has been agreed by a manager. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort.

It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded. Expanse Learning reserve the right to inspect your vehicle before the transportation of a student.

Staff should never offer to transport students outside of their normal working duties, other than in an emergency or where not doing so would mean the student may be at risk. In these circumstances the matter should be recorded and reported to both their manager and the student's parent(s).

29. Personal living accommodation

Staff must not invite any students into their living accommodation. Expanse Learning will not expect or request staff to use their private living space for any activity, play or learning. This includes seeing students for e.g., discussion of reports, academic reviews, tutorials, pastoral care, or counselling.

30. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. This means that staff or external speakers as organised by staff should:

- Follow the External Speakers and External Visitors Policy
- have clear written lesson plans
- take care when encouraging students to use self-expression, not to overstep personal and professional boundaries
- be able to justify all curriculum materials and relate these to clearly identifiable lessons plan.

This means that staff should not:

- enter into or encourage inappropriate discussions which may offend or harm others
- undermine fundamental British values
- express any prejudicial views
- attempt to influence or impose their personal values, attitudes or beliefs on students

31. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Expanse Learning has a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act

1998. Staff who use whistle blowing procedures will have their employment rights protected unless the nature of their disclosure is proven to be malicious with the deliberate intention to cause harm.

Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of students may be at risk.

32. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed.

Impact of non-compliance:

Staff:	Disciplinary action, prosecution
Student:	Not applicable
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Head of Shared Services
Policy Reference:	ELGR-POL-HRIM-0001
Version:	7
Agreed policy location:	Document Hub, company webpage, People HR and employee intranet
Review Schedule:	12 months
Does the policy require Governor approval?	No

Version Control

Version	Date	Revision	Review Date
1	11/11/2019	First Issue	10/11/2020
2	01/09/2020	Policy Review – Updated Sections 11 and 15.	31/08/2021
3	01/09/2021	Policy Review – Reference KCSIE 2021 and LLC Policy	31/08/2022
4	12/10/2022	Policy Review	11/10/2023
5	05/05/2023	Dress code updated	04/05/2024
6	04/09/2023	Policy reviewed with reference to KCSIE 2023	01/09/2024
7	02/09/2024	Policy reviewed – no amendment’s	01/09/2025

Our Values Matter...

Values are about **how** we do things
Not just **what** we do

We have developed our Values together in partnership with our governors, managers, students & external partners.

- Our Values are fundamental in developing a sense of pride in working for Expanse Learning.
- Our Values underpin the culture and beliefs of our organisation.
- To work in an environment that supports positive behaviours.
- We need to embed our values in all that we do.
- Our Values set the standards of behaviour we all should display at Expanse Learning. They determine how we interact with our colleagues, our students and our partners. They help us to make the right decisions based on the values we all share.

OUR VALUES:

Accountability & Ownership
Teamwork & Togetherness
Organised & Efficient
Innovation & Courage
Open & Honest



What our Values mean...

Accountability & Ownership - being responsible for what we do

- It's important to make good on our commitments and do what we say we will – and not overpromise and under deliver
- We should not accept poor standards and discriminatory practices, and challenge poor performance to drive improvement wherever possible.
- Devolve decision-making to the lowest possible level within the organisation and ensure that all decisions which are made have a sound rationale and are in the best interests of the organisation.
- Individuals should set high standards but not purely for personal gain nor the detriment of others.
- Take personal responsibility for getting things done and ensure that you see things through.

Teamwork & Togetherness - working together to achieve great things

- By working together to achieve our purpose, we can "Unlock potential through learning" – working in unity is the only way this will succeed.
- Have zero tolerance for discrimination and bullying; be respectful of each other and take action if you witness discrimination.
- Acknowledge each others efforts and openly celebrate each others successes.
- Have belief in each other to inspire further progression and development.
- Be interested in and encouraging of each other.
- If you have the knowledge, or if you know something is good, share it. If you can help someone, do it, together we all achieve more.

Organised & Efficient - every minute counts

- Accurately estimating time and effort required to complete a task.
- Identifying and organising systems and required resources.
- Organising personal time to carry out responsibilities
- Maintaining adequate preparation time for scheduled meetings / deadlines.
- Developing schedules and timetables with clear, specific milestones and deadlines using planning devices measuring results
- Identifying critical tasks and arrange tasks in a logical order.
- Establishing priorities systematically. Monitor & adjust priorities and/or eliminate tasks on an on-going basis.



What our Values mean...

Innovation & Courage - challenge and question everything to make it better

- Show courage to do and say the right thing and avoid breeding a culture which blames others.
- Have zero tolerance for discrimination and bullying, be respectful of each other and take action if you witness discrimination.
- If you know a better way, speak up, voice your opinion and ensure it is heard, everyone has valid input and we are all creative.
- Often, a problem is just an opportunity, by thinking differently and exploring other ways of doing things we can change things for the better.
- Be positive, often, in the face of problems, negativity takes over, by being positive we are being courageous, solutions can be found with positive thinking which leads to innovation.

Open & Honest - the truth builds trust & respect

- Take others' views into account, be open to receive and also encourage feedback
- If you make a mistake (and we all do sometimes) don't deliberately hide it – acknowledge it and learn from your experience.
- Communicate clearly and promptly with colleagues. Be consistent and ensure that your actions match your words.
- Show courage to do and say the right thing and avoid breeding a culture which blames others.
- Share information (positive or negative) with all levels of the business. Be a team player and don't withhold information that could be useful to others.



Some examples of behaviours...

ACCOUNTABILITY & OWNERSHIP

Positive Behaviours	Negative Behaviours
Doing what we say we will do	Over promising and under delivering
Appropriately challenging others to improve our practice and performance	Accepting poor standards and discriminatory practices
Devolving decision making to the lowest possible level	Decisions are made without support or reasoning
Setting high standards for ourselves	Ignoring poor practice or not challenging poor behaviour
Taking personal responsibility for getting things done	Failing to see things through

TEAMWORK & TOGETHERNESS

Positive Behaviours	Negative Behaviours
Openly celebrating success and recognising effort	Not acknowledging success or showing an interest in effort
Working collaboratively to achieve our objectives	Working for personal gain to the detriment of others
Every member of staff has mutually agreed objectives	Not working in unity, gossiping about colleagues, showing negativity towards other's people work
Respecting diversity, having zero tolerance of discrimination and bullying	Not acting where discrimination occurs
Giving people belief to inspire further progression and development	Disregarding and not valuing other people's opinions or input



Some examples of behaviours...

OPEN & HONEST

Positive Behaviours	Negative Behaviours
Open to and encouraging feedback	Not valuing the views of others
Acknowledging mistakes and learning from them	Deliberately concealing mistakes
Communicating clearly and promptly in various formats	Saying one thing and doing another
Showing the courage to do and say the right things	Breeding a culture which blames others
Sharing information (positive or negative) with appropriate people	Holding back information that would be useful to others



Some examples of behaviours...

ORGANISED & EFFICIENT

Positive Behaviours	Negative Behaviours
Positive Behaviour	Not getting 7-8 hours of sleep and not maintaining a good exercise resume
Getting enough rest and exercise for good work place productivity	Having cluttered work space and being ill equipped
Keeping a clean a well-resourced work space	Missing deadlines due to bad planning
Planning out your day	Wasting time during your work day
Eliminating distractions	Not utilising colleagues' skills and abilities
Splitting tasks amongst your team	Not sticking to the agenda

INNOVATION & COURAGE

Positive Behaviours	Negative Behaviours
Showing the courage to do and say the right things	Not speaking out against discrimination and bullying
Respectfully voicing your opinion to others on ways to improve our organisation	Inappropriately challenging colleagues when they voice opinions and not showing that we value each other
Remaining positive, never giving up and seeking out solutions to problems	Constantly responding to problems and workplace challenges with negativity and apathy.
Having the courage to think and act differently when striving to improve such as taking responsibility for your CPD	Doing things the same way they have always been done even when things are not improving



Our Values Matter...

Believing in and displaying our values on a daily basis will help to shape our future.



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Department
for Education

Teachers’ Standards

PREAMBLE

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.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 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.

2 Promote good progress and outcomes by pupils

- 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.

3 Demonstrate good subject and curriculum knowledge

- 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, articulacy 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.

4 Plan and teach well structured lessons

- 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).

5 Adapt teaching to respond to the strengths and needs of all pupils

- 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.

6 Make accurate and productive use of assessment

- 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.

7 Manage behaviour effectively to ensure a good and safe learning environment

- 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.

8 Fulfil wider professional responsibilities

- 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.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - 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>