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**Part 2 of the Teachers’ Standards - Personal and Professional Conduct**

**This document is intended as supporting guidance, not as an assessment criteria or checklist. This part of the standards focuses on positive relationships with others and being a role model to others. It is closely linked to Teachers’ Standards 1-8.**

**A newly qualified teacher:**

* Consistently sets high standards of personal and professional conduct.
* Always treats pupils with dignity, building relationships rooted in mutual respect, and, at all times, observes proper boundaries appropriate to a teacher’s professional position.
* Has high regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions.
* Shows tolerance of, and respect for, the rights of others.
* Upholds and promotes fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
* Ensures that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
* Has proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their attendance and punctuality.

**Has a secure understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

**Key questions to ask yourself:**

* Do I conduct myself appropriately in both my personal and professional life? Am I aware of aspects of my conduct which may present a challenge to me, for example, my use of social media? How do I overcome this?
* What does it mean to be a professional? What are the expectations associated with this label? Am I aware of my professional duties/responsibilities and portraying the perceived image of a professional teacher?
* What is safeguarding? Am I fully aware of my statutory duty to safeguard and protect the pupils in my care? (DfE, Keeping Children Safe in Education- Part One and Annex A).
* What is the statutory guidance and key school policies that I need to endorse and adhere to? Am I confident to follow these?
* Am I familiar with all statutory guidance related to teaching? Am I confident to follow this?
* Am I respectful? Have I got a good understanding of diversity in beliefs, cultures and values?
* Do I possess a secure and confident knowledge of ‘Fundamental British Values’ (FBV)? Can I teach and promote these through my provision?
* Am I sharing any strong personal opinions and beliefs (religious, political, moral…), which are not appropriate and may exploit pupils’ vulnerability?
* Have I read and understood key school policies? For example, the school’s Child Protection Policy, Behaviour Policy and Staff Code of Conduct (or equivalent guidance)? Am I a good role model? Do my behaviours reflect the requirements within these policies?
* Am I able to balance the rights/beliefs and opinions of different pupils and staff? How does

my teaching reflect this?

* Am I aware of the UN Convention on the Rights of the Child?

**Teachers’ Standards sub-headings:**

**PLEASE NOTE THAT PART 2 OF THE TEACHERS’ STANDARDS LINKS CLOSELY TO TEACHERS’ STANDARDS 1-8**

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| **Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school, by:** | |
| a. Treating pupils with dignity, building relationships rooted in mutual respect, and, at all times, observing proper boundaries appropriate to a teacher’s professional position. | |
| Strategies | * There is due regard to the behaviours and personal qualities expected of a professional. * Positive and effective relationships are established with others. This includes: colleagues, pupils, parents/carers, members of the local community and other professionals (social workers etc…). * Effective and positive relationships are established with key people in the workplace including leadership teams and the governing body. (Some policies and change can be challenging.) * There is an understanding of colleague’s roles and responsibilities. Efforts are made to make positive relationships. |
| 1. Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions. | |
| Strategies | * Awareness of statutory guidance (and legal requirements) for safeguarding and child protection (Keeping Children Safe in Education, Role with FGM and the Prevent Duty). Can follow this guidance with confidence. * Has read and understood the school’s safeguarding and child protection policy. Where required, questions are asked to seek further clarity. Is professional and recognises the need for confidentiality. * Understands the role of the DSL (and deputy). Establishes good communication processes with them. Passes on any concerns in a timely manner. * Has a confident knowledge of the possible indicators of abuse and what to do if these are suspected or disclosed. (neglect, physical, emotional and sexual) * Recognises the need to ***record*** information both accurately and in a timely manner. * Has a good understanding of the national mental health agendas and how these can sometimes link to safeguarding concerns. * Embraces any form of safeguarding training/CPD to improve their duty to safeguard, and meet the welfare needs of pupils. * Is confident to follow procedures if there is a concern about a member of staff or the headteacher. |
| 1. Showing tolerance of, and respect for the rights of others. | |
| Strategies | * Has a good knowledge of the pupils and their families (especially in a class). * Understands the ***Rights of the Child***. These include: protection from abuse, non-discrimination, best interest of the pupil, life survival and development and right to be heard. * Demonstrates tolerance of, and respect for those with different beliefs? * Is aware of some possible tensions within communities and people’s values and viewpoints. Through provision, including behaviours, efforts are made to promote harmony and address misconceptions in society. * Do I recognise the value of listening to the pupils’ voice? Am I providing opportunities for this within my provision? |
| d. 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. | |
| Strategies | * Has a secure understanding of the Fundamental British Values and what these look like in practice. These values are implemented and upheld. * FBVs are taught both explicitly and implicitly. * There is a secure understanding of the Prevent Duty which includes procedures to support vulnerable individuals from being drawn into terrorism and radicalisation. * Provision reflects these values - teaching content and teacher behaviour/pedagogy. * Pupils are empowered – there are chances for them to express views and make choices and decisions. |
| e. Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. | |
| Strategies | * Strong beliefs (politics, religion and social) are not shared with others. Pupils are not exploited in any way. * The values of the school (including Fundamental British Values) are upheld and demonstrated in practice. |
| **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 attendance and punctuality.** | |
| Strategies | * Throughout daily practice, policies and procedures are endorsed and adhered to. This includes safeguarding/child protection, behaviour management, health and safety, equal opportunities and inclusion policies. * Actively seeks advice when clarity is sought. For example, the use of mobiles or social media. * There is evidence of good attendance and punctuality. This includes day- to – day teaching and school events. * Good personal organisation is evident. Lessons are well prepared – there is a readiness to teach. * The learning environment is fit for purpose. |
| **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** | |
| Strategies | * A secure awareness of the professional duties of a teacher. Legislation includes ‘School Pay and Conditions’ statutory guidance. Where appropriate, further clarity is sought from a Teaching Union. * All policies are endorsed in professional practice. |

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| Possible Evidence |
| * Teacher’s behaviours – both informal and formal observations demonstrate the modelling of the educational values and professional practice. * Professional development is undertaken including:   + Child Protection training (and reading of statutory guidance).   + Behaviour Management training   + Subject development training   + LGBTQ+ training   + GDPR training * Has read and understood key statutory documents. For example, the Prevent Duty and FGM statutory guidance. Can answer questions in relation to these. * The school’s Child Protection Policy is adhered to. This includes effective communications with the DSL (or their Deputy), and accurate and timely recording of information. * Policies and procedures are upheld and implemented with confidence. Evidence of having read and understood school policies and documents. For example, the Child Protection Policy, Behaviour Management Policy, Inclusion and Equality Policies and Health and Safety Policy. * Communications/relationships with colleagues, pupils, parents/carers, members of the local community and other professionals. Where needed, the teacher is proactive and shows initiative to seek further clarity. * Positive contributions to meetings, action planning, policy writing and other school agendas. * School/classroom displays. * Pupil’s learning and behaviours (work and outcomes). * Lesson observation demonstrates impartiality, tolerance etc. and the promotion of Fundamental British Values and PSED. * Teacher/Leadership Team and learner feedback . * Records of consolidating school vision and values in the wider school context, e.g. assemblies, break times etc. * Personal and professional responses to both unpredictable and challenging situations. For example, communications with an unhappy parent/carer/ pupil and dealing with a challenging behaviour. |

**How could I use my CPD time? You may want to:**

* Read and understand all the statutory safeguarding duties, including legal requirements, expected of adults working with pupils. For example, ‘Keeping Children Safe in Education’ (latest edition), the ‘Prevent Duty’ and your role with ‘Female Genital Mutilation’ (FGM).
* Familiarise yourself with the professional duties of teachers which are outlines in the statutory ‘School Teachers’ Pay and Conditions’ document.
* Read and understand key school policies and procedures. These include: the school’s Child Protection Policy, Behaviour Policy, Health and Safety Policy, Inclusion and Equality Policy and Staff Code of Conduct (or equivalent document).
* Develop a good understanding of the mental health agenda in schools.
* Understand the values of the school. These are sometimes explicit on the school’s mission statement. How are the pupils aware of these values?
* Observe how others interact in a variety of situations. For example, how they communicate with parents/carers/pupils; how others manage challenging behaviour and how colleagues respect confidentiality. How do colleagues both establish and manage relationships?
* Develop a secure understanding of Fundamental British Values. Reflect on how, through your routines, classroom ethos, behaviours and planning, you are promoting these through your provision.