

## STAFF CONDUCT POLICY

### DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the school to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit**:

- ✓ To build **Strong Foundations for Character Development** that:  
Instill values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:  
Provide a broad and varied range of experiences and learning opportunities; help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their communities** in order to:  
Become responsible and confident citizens; make a positive difference; commit to charitable endeavours; become effective contributors towards Britain’s future.

Reviewed by	Position	Signature
Sharifa Khatun	Head Teacher	<i>S.Khatun</i>
Afsana Khanam	Deputy Head	<i>A Khanam</i>
Sultana Shahid	External Governor	<i>S.Shahid</i>

<b>Reviewed:</b> October 2023
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<b>Next review date:</b> October 2024
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# Staff Conduct Policy

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## Rationale

This Code of Conduct is designed to give clear guidance on the standards of behaviour all staff are expected to observe. It is not exhaustive in defining acceptable and unacceptable standards of conduct and in circumstances where guidance does not exist individuals are expected to use their professional judgement and act in the best interests of the school and its pupils. Staff should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including dismissal.

## Scope

This Code applies to all those working in schools whatever their position, roles or responsibilities and includes:

- All members of staff (teaching and support staff)
  - Governors
  - Volunteers
  - Temporary and supply staff, either from agencies or engaged directly by the school
  - Students on placement
  - Those undertaking work experience
- References to 'staff' throughout the Code of Conduct refer to all of the above groups.

## Expected Professional Standards

Staff are expected to demonstrate the highest possible standards of personal and professional conduct and each employee has an individual responsibility to maintain their reputation and the reputation of the school whether inside or outside working hours. Staff must have regard for the ethos and values of the school as well as its policies and procedures and act in accordance with these at all times. Staff should have a positive attitude, manner and appearance and work both efficiently and safely within the requirements of their contract.

Staff are expected to treat each other, pupils, parents and the wider school community with dignity and respect at all times. Staff must act in accordance with their duty of care to pupils and ensure that the safety and welfare of the children and young people at the school are accorded the highest priority.



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Teachers are expected to uphold, their wider responsibilities as set out in the Teachers' Standards 2012, including an understanding of and acting within the statutory frameworks which set out their professional duties and responsibilities (see Appendix 1) .

All Adults must be familiar with and act in accordance with the most recent versions of the following documents: Part 1 of Keeping Children Safe in Education DfE (statutory), Working Together to Safeguard Children HM Government (statutory), Prevent Duty Guidance HM Government (statutory), 'The Prevent duty departmental advice for schools and childcare providers' DfE and 'Guidance for safer working practice for those working with children and young people in education settings' (non-statutory).

## **Confidentiality & Information Disclosure**

Adults may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be sensitive data and/or confidential. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis and advice should be sought prior to disclosure to ensure such disclosure is in accordance with the Data Protection Act 2018, the ICO 'Guide to Data Protection' and the ICO guide on 'How to Disclose Information Safely'. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil. Information must never be used by anyone for their own or others advantage (including that of partners, friends' relatives or other organisations).

There are some circumstances in which an Adult may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, Adults have a duty to pass information on without delay to those with designated safeguarding responsibilities.

If a pupil or parent/carer makes a disclosure regarding abuse or neglect, the Adult must follow the School's procedures and the guidance as set out in Keeping Children Safe in Education DfE. Confidentiality must not be promised to the pupil or parent/carer however reassurance should be given that the information will be treated sensitively.

## **Use of IT Including Social Media**

Staff must not use social networking sites to post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which could be considered as inappropriate could render



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themselves vulnerable to criticism or allegations of misconduct or disciplinary action. When using social networking sites staff must take care to protect their privacy and protect themselves from risk of allegations in relation to inappropriate relationships.

Staff must not develop or maintain online relationships with parents or pupils through social networking sites, instant messaging or other media, whether this is through school or personal IT facilities.

Staff must only use their school email account when communicating electronically for work purposes.

Staff must not give their personal details such as home/mobile phone number, home e-mail address to parents or pupils. Staff should not use personal phones and cameras to photograph pupils. Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct and may be considered a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely lead to criminal prosecution and may result in barring from work with children and young people. The school has a separate policy on the on the acceptable use of the internet, electronic communication and security. Please refer to this document for further information and guidance.

## **Propriety, Behaviour**

All Adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils and the public in general. An Adult's behaviour or actions, either in or out of the workplace, must not compromise her/his position within the work setting, or bring the School into disrepute. Non-exhaustive examples of unacceptable behaviour are contained in our Disciplinary Procedure/Rules.

Adults are required to notify the School immediately of any allegation/s of misconduct that are of a safeguarding nature made against them (or implicating them), by a child or adult in relation to any outside work or interest (whether paid or unpaid) and, of any arrest or criminal charge whether child related or not. Where employees fail to do so, this will be treated as a serious breach of this Code and dealt with under our Disciplinary Procedure.

Individuals should not behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model; make, or encourage others to make sexual remarks to, or about, a pupil; use inappropriate language to or in the presence of pupils; discuss their personal or sexual relationships with or in the presence of pupils; make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.



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Behaving in an unsuitable way towards children may result in disqualification from childcare under the Childcare Act 2006, prohibition from teaching by the TRA, a bar from engaging in regulated activity, or action by another relevant regulatory body.

## Professional Relationships

All pupils have a right to be treated with respect and dignity. When speaking to pupils, we should always consider how we would expect to be spoken to ourselves.

Staff must not use any form of degrading treatment to punish or undermine a pupil. The use of sarcasm, demeaning or insensitive comments or shouting aggressively is not acceptable in any situation.

With other members of staff:

Staff are expected to act in a professional manner towards colleagues, irrespective of their relative position or status within the school.

This means:

- Speaking politely to one another
- Being approachable, friendly and welcoming to other adults in school – both staff members and visitors
- Being flexible and understanding of unexpected changes within the school day;
- Communicating clearly and honestly
- Addressing concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticising anyone
- Never publicly undermining a colleague
- Taking responsibility for our actions and being prepared to apologise when we have made mistakes
- Not deliberately discriminating or ostracizing certain members of staff
- Avoiding the establishment of 'cliques' within the staff.

## Position of Trust

Position of trust' is a legal term defined in the Sexual Offences Act 2003. In [section 22](#) it is explained as an adult "caring for, training, supervising or being in sole charge" of a child under the age of 18.

It is against the law for someone in a position of trust to engage in sexual activity with a child in their care, even if that child is over the age of consent. This means that even though the child may be over the age of consent (16), it is illegal to engage in sexual activity with any 16 or 17 year old if you hold a position of trust.



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## **Dress & Appearance**

An individual's dress and appearance is a matter of personal choice; however, staff should ensure that they dress appropriately for a school environment and for the role they undertake, as well as setting a good example to both pupils and visitors. Any outfit worn should be smart and one that is based on safety, comfort and practicality. Whilst it is not possible to list every possible clothing option here, it is expected that staff will dress in a way that reflects a professional appearance. Staff should have particular regard to the health and safety risks involved with certain lessons i.e. P.E. / cooking and the need to dress appropriately and safely when undertaking these activities, such as wearing appropriate footwear, removing jewellery etc. The school is committed to promoting diversity and will therefore respect individual preference in terms of customs, culture, religion and tradition. See staff handbook (dress code)

## **Gifts**

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Eid or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with school policy, recorded, and not based on favoritism.

## **Conduct Outside Work**

As an employee, staff must not put themselves in a position where duty and private interests conflict and must not make use of their employment to further private interests. Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school own reputation or the reputation of other members of the school. Any such conduct could lead to disciplinary action. In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable and could lead to dismissal.

## **Physical Contact, Personal Privacy and Personal Care**

There are occasions when it is entirely appropriate and proper for employees to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. When physical contact is made with pupils this should be in response to their needs at the



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time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture and background. Employees must use their professional judgement at all times. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Adults should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Adults should always tell a colleague when and how they offered comfort to a distressed pupil.

Some employees, for example, those who teach PE and games, will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in a safe and open environment. Adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

## **Behaviour Management and Physical Intervention**

All pupils have a right to be treated with respect and dignity. Adults must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of **Date Palm primary School's Behaviour and Anti-bullying Policy**.

Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including a risk assessment, should be put in place and agreed by all parties. Where it is judged that a pupil's behaviour presents a serious risk to themselves or others, a robust risk assessment that is regularly reviewed and a physical intervention plan, where relevant, must be put in place. All incidents and subsequent actions should be recorded and reported to a manager and the pupil's parents/carers. Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place that the pupil and parents/carers are aware of and have agreed to.

## **Reporting Low-level Concerns**

Low-level concerns will be shared with the Head in the first instance, or the DSL in the Head's absence. Once the Head has received the low-level concern, they will – not necessarily in the order stated below, but in an appropriate sequence according to the nature and detail of the particular concern shared with them:



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- Speak to the person who raised the low-level concern (unless it has been raised anonymously)
- Review the information and determine whether the behaviour in question is consistent with this policy to constitute a low-level concern.
- If they are in any doubt, seek advice from the LADO – on a no-names basis if necessary;
- Speak to any potential witnesses (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted);
- Speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted)
- The school must ensure that appropriate and detailed records are kept of all internal and external conversations regarding the concern, their determination, the rationale for their decision and any actions taken, and retain records in accordance.
- These records can highlight where there might be a pattern of such behaviours, and when considered with other low-level concerns previously raised about the same person, could now meet the threshold of an allegation, and should be referred to the LADO/other relevant external agencies, and in accordance with the Safeguarding Policy, Part 4 of KCSIE 2023, and the relevant procedures and practice guidance stipulated by the School's Local Safeguarding Partnership;
- Consider whether the concern also potentially raises misconduct or capability issues – taking advice from Head Teacher on a named or no-names basis where necessary. Almost always, there will be a perfectly innocent explanation for what has occurred, and staff should not feel awkward about making a report or being the subject of a report. Reporting these types of concerns is a neutral act and the Head or DSL will, on receiving a report, decide how to best approach the concern raised. A member of staff who shares a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in the Whistleblowing Policy.

### **Some of the circumstances in which staff must make a low-level concern report might be:**

- any incident where s/he feels his/her actions or behaviour towards a pupil or that of another adult, may have been misinterpreted or may have given rise to a risk of misinterpretation
- any use by an adult of sexually inappropriate language, references or jokes to a pupil;
- any adult being overfriendly with pupils, or encouraging the use of nicknames of staff or pupils;
- email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols;
- any incident of physical contact with a pupil when no one else is present and including physical demonstrations in one-to-one sports coaching lessons, etc;





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- any incident where a staff member has been alone with a pupil or pupils in a vehicle where this has not been authorised in advance;
- any social contact with pupils outside of School (other than planned/authorised events, educational visits or trips, or insignificant incidents such as passing a pupil in the street or in a shop or noticing 6 they are sitting, separately, in the same restaurant or cinema) particularly where the member of staff and/or pupil(s) is/are under the influence of alcohol;
- if a pupil becomes aware of and/or uses a staff members home address, mobile or home phone number, or non-school e-mail address other than in line with agreed protocols;
- the fact of, and explanation for, any one-to-one contact with a pupil on School trips, particularly if this takes place in a private space such as a bedroom;
- non-trivial illnesses or accidents of pupils on School trips;
- any incident where, for whatever reason, a member of staff has not complied with the Staff Code of Conduct.

This is not an exhaustive list. Staff who are unsure of whether to complete a neutral notification are at liberty to discuss the matter with a member of the safeguarding team on a no-names basis. However, following such a discussion, should it be felt that the matter reaches the threshold for notification the member of staff will be expected to refer it. If in doubt, a referral should always be made.

### Recording Low-level Concerns

All low-level concerns (even those which turn out to be of no concern) will be recorded in writing. The record will set out the details of the concern, the context in which the concern arose and action taken. The name of the individual sharing their concerns should also be noted but if the individual wishes to remain anonymous that should be respected as far as possible. Records will be held securely by the DSL on a password protected file. The Head and DSL will regularly review the records so that potential patterns of concerning problematic or inappropriate behaviour can be identified. They may identify patterns of behaviour by a particular member of staff, or by a specific type of behaviour across the school. They will consider whether the reported matter is a low-level concern and whether it should be reclassified as an allegation and dealt with as outlined in the Safeguarding Policy. Where there is in any doubt whatsoever about the classification of a reported concern, The Head, or DSL (as appropriate) will seek advice from the Local Authority Designated Officer (LADO) on a no-names basis. Where multiple low-level concerns have been shared regarding the same individual these will be kept in chronological order as a running record, and with a timeline alongside. These may be used to demonstrate a pattern of behaviour.

### Reviewing Low-level Concerns

The Head will review the central low-level concerns file periodically to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns



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of concerning, problematic or inappropriate behaviour are identified. A record of these reviews will be made. Where a pattern of behaviour is identified in respect of a specific individual, the Head will also consider whether any wider cultural issues are at play that may have enabled the behaviour and/or whether the school should arrange for additional training or a review of any of its policies to reduce the risk of it happening again.

The Head will regularly inform the Court of Governors about the implementation of the Low-Level Concerns about Staff Policy and any evidence of its effectiveness, e.g., by including reference to it in any safeguarding reports and providing any relevant data. The Governance Body will also review an anonymised sample of low-level concerns at regular intervals, in order to ensure that these concerns have been responded to promptly and appropriately.

### **One to One Situations and Meetings with Pupils**

One to one situations have the potential to make children/young person's more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Adults must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both Adults and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one-to-one work for each Adult and pupil, which should be reviewed regularly. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the premises or on the School site when the School is not in session are not permitted unless written approval is obtained from their parent/carer and the Headteacher or other senior colleague with delegated authority.

### **Educational Visits and School Clubs**

Adults should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Adults remain in a position of trust and the same standards of conduct apply.

### **Photography, Videos and other Creative Arts**



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Adults should only use equipment provided or authorised by the School to make/take images and should not use personal equipment, mobile telephones or any other similar devices to make/take images.

The following guidance should be followed:

- if a photograph is used, avoid naming the pupil
- if the pupil is named, avoid using the photograph
- photographs/images must be securely stored and used only by those authorised to do so
- be clear about the purpose of the activity and about what will happen to the photographs/images when the lesson/activity is concluded
- only retain images when there is a clear and agreed purpose for doing so
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- ensure that all photographs/images are available for scrutiny in order to screen for acceptability
- be able to justify the photographs/images made
- do not take images of pupils for personal use
- only take images where the pupil consents to this
- do not take photographs in one to one situations
- do not display or distribute photographs/images of pupils unless there is consent to do so from the parent/carer
- only publish images of pupils where they and their parent/carer have given explicit written consent to do so
- do not take images of pupils in a state of undress or semi-undress
- do not take images of pupils which could be considered as indecent or sexual.

## Whistleblowing

All staff members have a responsibility to raise concerns about poor or unsafe practice and potential failures in any aspect of the school's safeguarding arrangements and staff should feel confident that such concerns will be taken seriously by the senior leadership team.

[See Whistleblowing Policy]

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should consider other channels available including:

The NSPCC Whistleblowing Advice Line 0800 028 0285 which is free & anonymous, more information can be found at [nspcc.org.uk/whistleblowing](https://www.nspcc.org.uk/whistleblowing).



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## Further Information

This Code of Conduct cannot cover every eventuality. Its purpose is to alert staff to some of the matters about which queries are received. It does not replace the general requirements of the law, common sense and good conduct. If staff are uncertain about what to do in a particular situation or require further information or guidance on the appropriate course of action to take in any situation they must seek advice from the Head Teacher before taking any action.

## Disciplinary Action

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

## Appendix A



Department  
for Education

### Teachers' Standards

#### Guidance for school leaders, school staff and governing bodies July 2011 (introduction updated June 2013) Contents

Summary	3
Introduction, legal standing and interpretation	5
Presentation of the standards	7
Progression and professional development	7
Date of introduction of the standards	8
Note on terminology used/glossary	9
Teachers' Standards	10
Preamble	10



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Part One: Teaching	10
Part Two: Personal and professional conduct	14

## Summary

### About the standards

These are the Teachers' Standards for use in schools in England from September 2012. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).

The Teachers' Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period. They are also used to assess the performance of all teachers with QTS who are subject to The Education (School Teachers' Appraisal) (England) Regulations 2012, and may additionally be used to assess the performance of teachers who are subject to these regulations and who hold qualified teacher learning and skills (QTLS) status.

The standards were introduced following the recommendations in the reports of the independent Review of Teachers' Standards, chaired by Sally Coates. These reports are available from [GOV.UK](http://GOV.UK).

### Expiry or review date

These standards will apply until further notice.

### What legislation do the standards refer to?

[Schedule 2 of The Education \(School Teachers' Qualifications\) \(England\) Regulations 2003](#)

[The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#)

### Who are the standards for?

The Teachers' Standards apply to:

- trainees working towards QTS;
- all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and
- teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

The National College for Teaching and Leadership (NCTL) will use Part Two of the Teachers'



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Standards, which relates to personal and professional conduct, when assessing cases of serious misconduct, regardless of the education sector in which the teacher works.



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## What documents do the standards replace?

These standards replaced the standards for qualified teacher status (QTS) and the core professional standards, published by the former Training and Development Agency for Schools (TDA); and the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers

## Introduction, legal standing and interpretation

1. The Teachers' Standards published by the Secretary of State for Education introduced some significant changes in terms of structure, content and application. This document is designed to assist those who will be using the standards to understand those changes and to implement the standards effectively.
2. The Teachers' Standards contained in this document came into effect on 1 September 2012, though the Teaching Agency (now the National College for Teaching and Leadership) has used the conduct elements since 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replaced the standards for qualified teacher status (QTS) and the core professional standards previously published by the Training and Development Agency for Schools (TDA),<sup>1</sup> as well as the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.
3. **The standards apply to the vast majority of teachers regardless of their career stage.** The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements (subject to the exception described in para. 4 below). Part Two of the Teachers' Standards, which relates to professional and personal conduct, is used to assess cases of serious misconduct, regardless of the sector in which the teacher works.
4. Since 1 April 2012, teachers with qualified teacher learning and skills (QTLS) status have been able to teach in schools as fully qualified teachers. This change was made to give schools greater access to experienced teachers of vocational subjects, as recommended in Professor Alison Wolf's Review of Vocational Education. Headteachers have the freedom to decide the standards against which they assess the performance of QTLS holders. They can assess QTLS holders' performance against the Teachers' Standards, against any other set of standards relating to

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teacher performance issued by the Secretary of State, against any other professional standards that are relevant to their performance, or against any combination of those three. Before, or as soon as practicable after the start of each appraisal period, QTLS teachers (like other teachers) must be informed of the standards against which their performance in that appraisal period will be assessed.

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<sup>1</sup> The standards for qualified teacher status and the core professional standards are available from [The National Archives](#).

5. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003<sup>2</sup>.
6. The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's Initial Teacher Training (ITT) Criteria<sup>3</sup>.
7. Similarly, headteachers (or appraisers) should assess teachers' performance against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are a newly qualified teacher (NQT), a mid-career teacher, or a more experienced practitioner). The professional judgement of headteachers and appraisers is therefore central to appraisal against these standards.
8. The standards replaced the previous core professional standards, and are used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs beyond those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment therefore needs to be made on the basis of

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what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.

9. Following the period of induction, the standards continue to define the level of practice at which all qualified teachers are expected to perform. Teachers' performance is assessed against the standards as part of the new appraisal arrangements in maintained schools.

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<sup>2</sup> Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003 is available from [legislation.gov.uk](https://www.legislation.gov.uk).

<sup>3</sup> The Initial Teacher Training (ITT) Criteria are available from [GOV.UK](https://www.gov.uk).

### Presentation of the standards

10. This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part One** and **Part Two**.
11. The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part One** comprises the Standards for Teaching; **Part Two** comprises the Standards for Personal and Professional Conduct.
12. In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part One** and **Part Two** of this document.
13. The standards are presented as separate headings, numbered from 1 to 8 in **Part One**, each of which is accompanied by a number of bulleted subheadings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted subheadings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that

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standard.

### **Progression and professional development**

14. The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

### **Date of introduction of the standards**

15. The revised standards came into effect on 1 September 2012, on which date they became the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases<sup>4</sup> a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training need to ensure that all trainees who complete their training after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.

16. NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or had started but not completed induction by 1 September 2012, need to be assessed against the Teachers' Standards at the end of their induction.

17. Existing teachers who have already passed induction will be expected to use the Teachers' Standards instead of the previous core standards for appraisal, identifying professional development, and other related purposes.

18. When considering new cases of serious misconduct received from 1 April 2012, the National College for Teaching and Leadership (formerly the Teaching Agency), acting on behalf of the Secretary of State, must have regard to the personal and professional conduct aspects of the Teachers' Standards document instead of the General Teaching Council for England's (GTCE) Code of Conduct and Practice for Registered

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Teachers. The National College for Teaching and Leadership is still able to refer to the GTCE's Code of Conduct for any partially completed cases it received from the GTCE at the point of its abolition.

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<sup>4</sup> For some categories QTS can be awarded without undertaking ITT in England and meeting the QTS standards. Those exempt from meeting the QTS standards are individuals who have already successfully completed ITT or are recognised as teachers in another UK country and EEA nationals who are recognised as teachers in another EEA member state. Qualified further education teachers who have qualified teacher learning and skills (QTLS) status may also be exempt from meeting the Teachers' Standards.

### Note on terminology used/glossary

Specific terminology used in the standards should be interpreted as having the following meaning:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.
- **'School'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in academies and free schools depends on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.
- **'Special educational needs'**, as defined by the Department for Education's Special Educational Needs Code of Practice (2001), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning

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than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

- **‘Statutory frameworks’** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions Document.

## 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

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- 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

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- 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**

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- 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:

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- 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.

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