

Staff Code of Conduct

# The Dove

## International School



School For Autism, ADHD and Dyslexia

KG 17 Street, Kimironko, Gasabo

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# *Staff Code of Conduct*

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Our Belief at The Dove International School rests on this Scripture:

*Be Careful. Don't think these little children are worth nothing. I tell you that they have angels in heaven who are always with my Father. If a man has 100 sheep but one of the sheep gets lost, he will leave the other 99 on the hillside and go to look for the lost sheep. I tell you the truth, he is happier about that one sheep than about the 99 that were never lost. In the same way, your Father in heaven does not want any of these children to be lost.*

*Matthew 18: 10-14*

Here is the Preamble of Teachers' Standards from the UK Department for Education:

*"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."*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

The Dove International School is a British school that follows the British Curriculum and thus expects teachers to align their conduct with the UK Teachers' Standards. This will maintain a more uniform attitude to teaching throughout the school.

## **This code of conduct:**

- sets out minimum standards of behaviour for employees;
- provides guidelines to help maintain and improve standards;
- aims to protect the reputation of both employees and the school;

This code of conduct is not exhaustive and does not replace the general requirements of the law, common sense and good professional conduct.

A code of conduct is promoted with the aim of creating a cooperative workforce, where staff work as a team, have high values and respect each other; thus creating a strong morale and sense of commitment leading to increased productivity.

As an employee, you must not put yourself in a position where duty and private interests conflict, and you must not make use of your employment to further your private interests.

### **The School Day**

Teaching starts at 8am and ends at 3:00pm. Teacher must be in the school at least 20 minutes before lessons to ensure that their classrooms are prepared for the lesson and to be ready when pupils enter the classroom.

### **School Briefing**

A staff briefing takes place at 7:30am every Monday and Wednesday. All staff are expected to attend briefings for the school as a whole to be on the same page. Staff can make announcements at the briefing but they should share these before with the Head of the school.

### **Pupils' Arrival**

Staff should be in place immediately following Briefing to welcome pupils. It is important that staff is available at the start of each class to set the tone for the lesson.

### **Morning Break and Lunchtime Arrangements**

Break time for pupils is from 10.00 to 10.30am, for primary and secondary; 10:00 to 10:45 for nursery and the Busy Bee Class. Lunch time for all pupils is 12.00pm – 1.00pm.

Staff on duty need to go around the school to check on the children, attend to them and interact with them to encourage interaction and communication. In the event of rain during break and lunch times, pupils should stay in and under supervision. There will be rotations among staff for lunch and break duties.

## End of Day Routines

Children are not allowed to get out of the school premises alone and go to their parents. Collection of pupils must be done under supervision of staff members on duty. There will be rotations among staff for end of day duty. A staff must ALWAYS be on duty at the gate to ensure that each child is released to the correct parent or relative.

In the event that someone different to the parent arrives to collect the child, staff members must:

1. call the child's parents
2. ask the parent to send a message providing the name and number of the individual sent for collection
3. call that number and watch if the individual present answers the phone
4. Then release the child

In the event that the individual does not answer the phone or explains that the phone is not present, staff members must call back the parent and

\* request a written message from the parent allowing teachers to release the child to the individual at the gate.

\* only then can staff members release the child to the individual.

## Extra Curricular Activities

All staff members are expected to participate in extra-curricular activities organised by the school, such as learning trips, clubs and after-school homework club. As a school, it is also our duty to educate the community we live in in order to facilitate integration and acceptance of the children we are teaching and preparing for the future.

Staff are therefore encouraged to participate in community-oriented activities organised by the school such as awareness campaigns, which will sometimes require travelling. In such case, travelling expenses, accommodation and food will be provided by the school.

## Establishing Routines

- **Movement around the school site to be calm and orderly.**
- Students should not be found wandering or playing outside during class time. They MUST be in class unless the teacher takes the lesson outside to implement different teaching styles.
- Students must be encouraged to maintain silence or low-level noise during lesson time and eating time.
- Students are allowed to be loud and active during playtime.

- Students must not be allowed near the gate.
- Teachers have the duty to ensure that the rules above are followed correctly whether the child is your pupil or not.
- Teachers must be role models of the rules above.

- **Start of every lesson**

Lessons start at 8:00 am.

- We must ensure that the start of every lesson begins promptly in order to maximise every minute of learning time.
- We must ensure that all students enter the classroom calmly and in silence.
- Teachers must be ready to teach to avoid boredom leading to challenging behaviour. This is not the time to prepare a lesson.

- **Start of every lesson**

- Teachers must start their lessons with the school prayer.
- Teachers must say the school prayer with the pupils.

The school prayer also applies to teachers, as through it, they recognise the mission to which they have been called for the good of the pupils in the school.

- **Homework:**

Primary and Secondary will receive homework twice a week.

- Wednesday: any of the following subject, Geography, History, Religion, Cooking, Music, DT, Non-verbal reasoning, Concepts.
- Friday: Maths, English, Science, ICT, Functional skills

!!! Homework must be checked at the start of the lesson.

- When homework has not been completed at all, teachers must return it home with a message in the communication book reminding parents to support the child with the homework.
- When homework has been completed partially, teachers can support the pupil with completing the rest but must write a note in the communication book to
  1. remind parents that homework was completed partially only
  2. that homework must always be completed as it is an opportunity for the pupil to show his understanding of what has been learnt in the classroom.

Homework must always be marked by the teacher:

- give feedback and always explain why you're giving such feedback. Use short sentences in the book and speak to you pupils in private too.

## **Marking books**

### **\* Teachers' marking**

Pupils' books must always be marked to correct mistakes and give feedback.

Teachers mark book books in red.

### **\* Peer marking**

Teachers must encourage peers to assess each other. This enhances critical thinking and the ability to give advice. Teachers provide a list of advice which pupils can choose appropriately for their peers.

### **Self-marking**

Teachers must encourage pupils to self-mark. This enhance self-reflection, recognising one's mistakes, learning how to correct one's mistakes, accepting that they make mistakes.

- **Eliminating teacher disruption:**

When teaching, please make sure that the following are adhered to:

### **\* Explanation and modelling**

- Should be clear, concise and pertinent.
- Should not be combined with questions.
- Should plan your lessons and model activities with clear examples to ensure that your pupils all understand. Ultimately, you want your teaching to be effective.
- Should be supported by live note taking/diagram drawing to support chunking of explanation and negate overloading of students' working memory.

### **\* Questioning**

- Should be clear, simply worded and purposeful.
- Should be used to clarify, check for understanding
- Should be targeted. This means that the question should not be ambiguous but target a specific answer.

**\* Instructions should be clear and precise**

Students need to understand what is required of them at all times. Where possible, teachers should use simple and clear instruction such as the following:

- pens down
- eyes on me
- write down
- stop writing

**\* Task setting** When you have their full attention in absolute silence and with you standing at the front of the room:

- Give clear instructions, ensuring economy of language. Not too many words.
- Give a clear time limit for the task. Use a timer and make it clear to students.
- Ask a student to repeat the instructions back to you, as well as the time limit.
- Ask students 'Do you understand, yes or no?'
- Repeat, very briefly, the task and the time limit
- Give a clear 'GO' or 'You can start' signal
- Scan the room in an obvious manner to check whether students have begun. The students must see that you are checking their work.
- Narrate compliance – praise those who begin straight away ('James has started. Well done, James.)
- Remind students that they have to complete the work.

**\* Feedback**

- Students should work uninterrupted during deliberate practice for a designated period of time. If you notice mistakes in the work of one of your students while they are working quietly, you can speak directly with the student in a manner that will not cause distraction to the others in the class.
- Mark the work as a class on the same day. Therefore, always plan for marking time during your lesson. Marking at a later stage may become irrelevant and confusing for some students.
- one-to-one feedback should be provided to identified students where necessary but do so on the same day.

## **What You Can Expect from The School Leader**

- To work in an environment where safeguarding, supporting and developing pupils is paramount
- To work in an environment protected from discrimination, bullying or harassment
- To be kept informed and consulted where appropriate
- To receive appropriate training and development in order to do your job successfully
- To receive support with behaviour management when necessary
- To be treated fairly, consistently and be respected
- To be encouraged to express ideas and to be listened to when raising concerns.

## **What the School Leader Expects from all Staff**

- To be aware and understand the importance of safeguarding and supporting pupils and act on any safeguarding concerns immediately
- To take responsibility to find out the information you need to fulfil your role
- To take an active interest in improving your own performance through reflective practice
- To express ideas and concerns in a proactive and positive way
- To work in ways that safeguard the health, safety and welfare of yourself and others
- To develop and use new skills and knowledge to improve your work
- To recognise each other's differences and treat each other with respect
- To strive for success in everything that you do and be flexible in supporting the changing needs of the School.

## **Safeguarding**

### **What is safeguarding?**

Safeguarding means protecting a citizen's health, wellbeing and human rights; enabling them to live free from harm, abuse and neglect. It is an integral part of providing high-quality health care. Safeguarding children, young people and adults is a collective responsibility.

Safeguarding and promoting the welfare of children is everyone's responsibility. Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care.



- taking action to enable all children to have the best outcomes.

### **\* School Safeguarding Team**

If you are concerned about a child's welfare, you must approach the Safeguarding Team as soon as possible. If your concerns relate to the actions or behaviour of a member of staff you should report this to the Headteacher. Read the Safeguarding Policy for more information.

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Honorine Manirafasha

Florence Mukashyaka

### **Health & Safety**

All staff in School have a personal responsibility for the health and safety of themselves, their colleagues, pupils and visitors. Our pupils are especially vulnerable and staff need to be constantly alert for possible sources of danger. It is also the duty of every member of staff to report any unsafe conditions to the Safeguarding Team. Each member of staff has a responsibility for drawing the Head Teacher's attention to their own personal needs for training and for not undertaking duties unless they are confident that they have the necessary competence. All staff have some health and safety responsibility and will be expected to have knowledge on what to do if an accident or incident occurs, and be aware of the fire and first aid procedures. All staff should read the Health and Safety policy.

### **Safety During Curriculum Activities**

Staff should be aware of the Health and Safety Policy provisions particularly relating to Science, PE and DT.

Out of school trips cannot be organised without approval of the Headteacher and consent from parents. Staff taking children out of the School grounds should ensure that Risk Assessments have been completed before taking pupils off site (see Learning Outside the Classroom Policy). Staff should also bear in mind the following points:

- Children's physical safety must be given priority over all other considerations.
- The behaviour of our children cannot always be predicted. Staff must keep each child in view; no child should be left to trail behind where they cannot be observed by staff, especially when near a road.
- Please remember individual medication requirements for pupils.

## **Playground Supervision**

Staff must ensure the safety of pupils and must be vigilant when supervising in the playground or games areas, positioning themselves in the playground and game areas to allow for maximum supervision. No children should be sent to or left in the playground and game areas unsupervised.

## **First Aid and Accident Reporting**

We have the responsibility of children with special needs. Every staff member is therefore obliged to receive training in first aid and must ensure completion of the training. If you are concerned about the health of a child, please, assess and then make arrangements for the child then inform a member of the Safeguarding Team. All incidents of first aid should be reported, logged in the Incident Book and parents must be informed upon collection of the child. Children should not be sent home without authorisation of the Headteacher.

If you are concerned about a child being very ill, please, consult the Headteacher or a member of the Safeguarding Team who will contact the parents immediately to arrange collection of the child. All incidents, illnesses or diseases must be reported in the Incident Book.

## **Medication**

No pupil may be given prescribed medicines or Asthma Inhalers in School unless the parent/guardian gives written consent with instructions and the medicine is in the original container bearing his/her name and the recommended dosage. These must be locked away in a designated cupboard by a member of staff responsible for First Aid.

Any administration of prescribed medicines/asthma inhalers must be logged and signed by a staff member in charge of first aid.

School can give pupils non-prescribed medication such as paracetamol, ibuprofen etc if parents/guardians have given their consent. Parents can send in non-prescribed medication such as hayfever remedies, cough medicine etc for staff to administer to pupils but this must be in the original container and unopened/unused. Parents must also give written consent for these medications to be administered.

If parents/guardians send non-prescription medications into School, these must be passed to a member of the Safeguarding Team to arrange administration.

## **Fire Procedures**

Should you discover a fire, you should raise the alarm and spread the message to staff members. In the event of an alarm, staff should evacuate pupils; do not stop to collect personal possessions. There will be a fire drill at least once every term to train staff and children. The fire assembly points are: The big playground at the front and the basketball area at the back.

## **Electrical Safety**

All staff should monitor the condition of plugs, cables and electrical equipment that they use and report to the Managing Director any damaged electrical equipment or wiring. Staff should not bring in electrical items from home. The School also encourages staff and pupils to conserve energy at all times. All appliances should be switched off and unplugged when not used and before going home at night.

## **School Security**

No-one should be on site without a pass and staff should be aware of unidentified people around the School and be prepared to challenge them or report their presence to the Safeguarding Team immediately.

Entrance to the School must be carefully controlled and monitored. All staff must wear their staff badge and lanyard at all times. Staff must not lend their badge or keys to pupils or anyone else. Staff must notify the Headteacher of any lost badge or keys immediately. During school hours, visitors will be required to sign in and receive a temporary pass. All visitors MUST remain in at the front until they are invited in by a member of staff. Every visitor is required to sign-in when they arrive at School, sign out when they leave the premises. No member of staff should allow a visitor entry to the School unless it is a parent and they have an appointment. Staff members are not allowed to receive visitors during working hours, except in the event of an emergency.

Do not allow people to 'tailgate' through any School entrances/exits.

## **CCTV**

The School has a CCTV system. Cameras are located around the School premises and monitored constantly.

## **Alcohol and Drugs**

Teaching is an honourable profession. The reputation of a teacher and school goes beyond the school gate. A teacher is a role model in society. Staff must not consume alcohol or be under the influence of alcohol or drugs whilst responsible for our students. If there is any suspicion that staff or visitors are under the influence of alcohol or drugs this must be reported immediately to the Head Teacher.

## **Personal Injury and Possessions**

The behaviour of some of our pupils can sometimes be unpredictable and challenging. There is an increased risk of accident or incident that may lead to personal injury. The School will not accept liability for claims arising from personal injury or damage to personal property. Personal possessions should not be left unattended. If you have valuable personal possessions, medication or money in your bag then you are strongly advised to keep these with you at all times. Staff should not bring in personal items for pupil use.

## **E-Safety/Acceptable Usage Policy**

Staff read and sign the E-Safety Policy. Staff must keep pupil and staff information confidential and should not engage in any social networking site in such a way as could bring the School or other staff into disrepute. Such action could lead to investigation and possible proceedings under the Staff Disciplinary Policy. Staff should not use their internet access in school to access networking sites of disrepute or engage in activities that would tarnish the reputation of the school.

## **ICT Equipment**

Staff must remember the cost of ICT equipment and must therefore take good care of these essential learning tools in our school. All ICT equipment must be securely stored and should be available for inspection when required. Any damaged/lost/stolen ICT equipment must be reported to Zack Ndanyuzwe, the School Site Manager immediately. Neither staff nor students are allowed to move any equipment out of the school for personal use. School equipment must remain in the school and be used for educational purposes only.

## **Telephones**

We must remember that we teach children with special needs and thus the aim of the school is to minimise distractions. The ringtone of a telephone as well as answering a phone call can cause a lot of

distraction during a lesson. The use of telephones is therefore not permitted during teaching hours. Staff can have access to their phones during break or lunchtimes. However, it is the absolute responsibility of staff to ensure that their phone use do not prevent them from assisting pupils in the school.

### **Smoking**

The Dove International School is a non-smoking environment. Staff members are not allowed to smoke within the school premises. This includes traditional cigarettes, pipes, vaping equipment or e-cigarettes.

### **Sickness and Absence Procedures**

#### **Sickness**

If you are not well enough to come to School, please ring the Headteacher or the Deputy Headteacher, the day before or in the morning before 7.15am. Please do not send text messages or liaise with other members of staff. You must contact the Headteacher every single day of your absence in case of illness to provide an update. If you are ill for more than 3 days, a doctor's note must be submitted with a clear explanation of the reason for your prolonged absence. Any unjustified absence for more than 3 days will result in salary cut according to the number of days of absence.

#### **Leave of Absence Requests**

Should you need to be absent on a particular day because of an appointment of a major event to which you are closely linked, you must speak to the Head Teacher to request a Leave of Absence form. Where possible, all medical appointments should be arranged outside of school hours. Emergency requests for leave need to be made directly with the Head Teacher in the first instance.

#### **Staff Meetings**

All teaching and learning support staff are required to attend staff meetings as well as trainings provided by the school for professional development. Only the Head Teacher can authorise apologies or absences from meetings. Do not contact another member of staff to explain or apologise for absences from meetings.

## **Training: Continuing Professional Development (CPD)**

We are committed to developing the skills and expertise of all staff at The Dove International School. Professional development increases staff knowledge about specific subjects. It allows time for teachers and support staff to discuss and share ideas with colleagues from differing departments and Schools. The knowledge gained from professional development allows staff to keep pace with trends and philosophies, which assists both teaching and learning. Staff must attend all CPDs. A registered will be taken for every CPD whether the Headteacher is there or not.

## **Parent Communications**

Below are some suggestions on how to prepare, conduct, and conclude difficult conversations with parents.

- Preparation is key. Be prepared for the unexpected, as parents may need to bring children to the meeting, so have materials that they can use in the room to minimize distractions. Be sure to have visuals available and organized, such as any student work or records that may be applicable to the meeting. Finally, prepare yourself emotionally. Strive to receive negative parent feedback through a professional lens, not a personal one. And consider what language you will use if the meeting turns emotional. This preparation will help during the heat of the moment.
  
- Set the tone early. We understand that starting off a meeting with positive comments about their child is needed, though be aware that our body language will send parents the first message. Also, do not overlook the basics: use eye contact, thank them for joining you, and use a firm handshake. It's crucial that together you identify a common goal for the student that both you and the parents agree upon. This common goal should be referred to throughout the meeting to maintain a focused conversation. For example, "I know we both want Jackson to be a person who works well with others. Let's focus this meeting on how he can grow in this area this year." Finally, you can help to set the tone for the conversation by creating a general agenda for the meeting and sharing this with the parents. This structure can ease parents knowing there will be no surprises.
  
- Be issue-focused. Offer parents the option if they would like to talk first or if they would like you to. Be sure to let them know you will be taking notes to ensure that you understand their concerns and thoughts. It can be easy to come to the table intent on just sharing what we know to be true about the student. However, we need to strive to listen openly and without judgment. This is easier said than done. Be deliberate in using "we" often, which emphasizes that this is a collective team

effort of the school. Parents may want to talk about other students and how they impact the issue; kindly but firmly redirect the conversation to their child. Feel free to remind them that you don't talk about their child to other parents. At any time that the meeting seems to deviate from the original purpose, return to that common goal that was originally identified.

- Our words matter. Remember to begin with at least one specific compliment about the student. During the meeting, use affirmative words that identify to the parents what the student is doing, rather than what they're not doing. Be sure to separate and speak about the student's behaviour, not the student as an individual. Refrain from using sarcasm, educational jargon, and absolutes (he always...she never... instead, you can use, he like to..., he doesn't enjoy...).
- Conclude with resolution. To ensure clarity, explain back to the parents their thoughts/concerns in your own words. You can also have the parents share what they've heard your thoughts/concerns to be as well. Be sure to set two or three measurable and attainable short-term goals. Collectively decide when and how progress towards the goals will be shared. End the meeting just as you started, with a specific compliment, positive body language, and a firm handshake.

### **General Principles**

- Selflessness: your decisions must be taken in terms of the values and vision of The Dove International School and not in order to gain financial or other material benefits.
- Integrity: you must not place yourself in a situation where your position is compromised.
- Objectivity: all decisions must be made on merit alone.
- Accountability: you must accept accountability for your decisions and actions.
- Openness: you should be as open as possible about all your decisions and actions.
- Honesty: you should declare any private interests relating to your duties and take lawful steps to resolve any conflicts to ensure that public interest is protected.
- Leadership: you must support and promote these principles by example.
- Conduct: you must avoid bringing the School, into disrepute (e.g.by the use of social networks, the internet or through conversations with other colleagues or the general public).
- Respect: you must treat others with respect.
- Allow your personal interests to conflict with the School's requirements.
- Use your position improperly to confer an advantage or disadvantage on any person.

- Not disclose information given to you in confidence, or information acquired which is of a confidential nature, without the consent of a person authorised to give it.
- Gossip whether with colleagues or outsiders which may be misconstrued and re-quoted.
- Exploitation of confidential information for personal gain.
- Ensure that school funds are used in a responsible and lawful manner.
- Strive to ensure value for money to the School and to avoid legal challenge to the School.
- Not receive payments for the school and should redirects parents or guardians to the Headteacher or Managing Director
- Take private and confidential information from inside the school and divulge outside.
- Not prevent another person from gaining access to information to which that person is entitled by law.
- Ensure that your relationships with Pupils, Parents, Carers, Staff and any other people with whom you may come into contact with in the course of your duties are professional at all times.

### **Staff/Pupil Relationships**

Staff will observe proper boundaries with pupils 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 pupils must spend time on a one-to-one basis, staff will ensure that:

- The door remains opens
- A colleague or leading staff knows this is taking place

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

If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, this should be reported directly to the Head Teacher.

There may be occasions when a pupil is in distress and in need of comfort as a reassurance. This may include age appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.



## **Gifts and Hospitality**

The School seeks to maintain the highest standards of conduct and probity in its business.

The acceptance of gifts and/or hospitality by employees must be treated with extreme caution. No offer of a gift or inducement, whether made at specific occasions (e.g. at Christmas) or casually, should be accepted when the gift is made by, or indirectly by, a person, firm or organisation which, to the knowledge of the employee, has or seeks to do business of any kind with the School which maintains the school or to have an interest in its decisions. Gifts made in this way should be made to the school and for the school.

Employees should also refrain from making any gifts to external organisations or to the employees of organisations which provide services to the School or which are potential providers of such services. Gifts made to such organisations must come from the school as a whole.

Employees should refrain from giving gifts to pupils. Gift to pupils must come from the school. If a teacher should feel that a student deserves a gift of achievement and wishes to offer one, he or she should seek approval from the Headteacher.

## **Criminal Charges and Convictions**

The School requires all applicants to disclose criminal convictions, whether committed in Rwanda or elsewhere.

You must:

- Notify the School in writing immediately if you are subject to a caution, ban, police enquiry, investigation, pending prosecution or are charged with any criminal offence or if convicted of any criminal offence, this includes cautions.
- If charged with an offence, advise the School as your employer immediately after you are charged (i.e. next working day).

It should be noted that the term 'conviction' includes a finding of 1 guilt, regardless of whether or not a conviction is recorded. Failure to notify the School in either case will constitute grounds for disciplinary action.

As part of your employment you will be expected to complete a Police Clearance every year.

## **Intellectual Property and Copyrights**

All intellectual property rights of school belong to the school. You cannot exploit the rights to any such property without written permission from the School.

Publications and Dealing with the Press You must not:

- Publish any material which comments on the activities, policies etc. of the School without the consent of your manager.
- Make comments to the press or media unless specifically authorised to do so.
- Not use the or of other places where you work during your contract of employment for unauthorised purposes.

### **Political Neutrality**

- The School will not concern itself with the political beliefs of individuals however you must not allow your own political beliefs to interfere with the work of the School.
- You may not display party political posters, including election material, in any place of work.
- You may not entice political debates to cause upset in the school.

### **Equal Opportunities**

- The School is committed to the promotion and implementation of equal opportunities both internally and externally.
- The School aims to ensure that everyone who comes into contact with it is treated equally and not in any way disadvantaged by factors which could prevent the implementation of fair policies and operations.
- The School will recognise the differences which exist and will seek to understand the needs of all staff.
- The School expects all its employees to uphold equal opportunities and accept the duty not to discriminate, either in employment practices or in the provision of facilities and services by reference to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

You must treat all other employees, pupils, parents, and people with whom you come into contact with courtesy and respect, and must not make any remarks or gestures relating to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation which may cause offence.

Any incident involving bullying or harassment will be dealt with. Any complaint of discrimination, harassment, or victimisation or complaints made on the grounds of any of the protected characteristics listed above, will be taken seriously and will be the subject of a thorough

investigation. This could give rise to the implementation of the School's Disciplinary procedure, depending on the outcome of the investigation.

### **Dress Code**

There is a general expectation that dress will be appropriate to the nature of the duties and responsibilities of the job. For instance, sport type clothing will be worn when conducting practical PE lessons however smart business dress will be worn when conducting other classroom lessons. This also applies to Off-Site activities and as representatives of the School smart business dress is required at all times unless the activity is of a physical nature.

### **Photography and recorded images**

Many schools activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity or to celebrate achievement. However, consent must be obtained from the parent of a child for any images made such as those used for school web sites, productions or other purposes.

Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable students who may be unable to question why or how the activities are taking place. Staff should remain sensitive to any student who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

Staff must only take photos / videos of pupils and / or staff for professional purposes in accordance with the school's procedures. Using images of students for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

### **Emails**

All staff members must be responsible in the use of their email address. Staff members must not use their email address in a manner that will bring the school into disrepute.

## Gross misconduct

Gross misconduct is the kind of act or behaviour that would destroy the trust, which is the basis on which your contract of employment is made and justifies the school in dismissing you without notice. Such misconduct would mean that the school would not be able to put its trust in you as an employee any longer.

## Gross misconduct

- Serious failure to comply with or operate the School's Equality and Diversity policies. Examples include; serious acts of discrimination, harassment, or verbal abuse against employees, clients, parents or members of the public on grounds of race, sex, disability, age, sexual orientation or religious beliefs; the display or circulation within the workplace or school community of any literature or material (such as pornographic or racist materials) via any medium that could offend other persons;
- Serious bullying or harassment;
- Serious infringement of the school's Health & Safety policy, procedures or guidance;
- Serious failure to comply with or operate the school's Code of Conduct, for instance, holding unauthorised paid employment during paid school time; conducting inappropriate relationships with vulnerable clients; not declaring a personal interest which may infringe the employee's impartiality;
- Serious negligence that causes or might cause unacceptable loss, damage or injury;
- Bringing the reputation of the school or Council into serious disrepute;
- Incapability whilst on duty brought on by alcohol or illegal drugs;
- Serious failure to comply with or operate the school's information systems and security standards e.g. gaining unauthorised access to passwords and breaches of the use of the email and internet policy including emails with pornographic attachments;
- Serious breach of financial regulations or procedures;
- Unauthorised removal, possession, use or theft of property belonging to the school, an employee, client, parent or member of the public;
- Acts of violence including the assault of an employee, client, parent or member of the public during working hours or in connection with their employment of work;
- Falsification of qualifications or information to obtain employment with the school or which are a statutory or essential requirement of employment or which result in additional remuneration;

- Deliberate falsification of records i.e. attendance sheets, timesheets, subsistence and expense claims etc;
- Acceptance of bribes or other corrupt or fraudulent practices;
- Defrauding the school, the Council, or any other Council e.g. in relation to housing or council tax benefit, grants and housing property;
- Disclosure of highly confidential matters to public sources or the deliberate unauthorised use or disclosure of any information or computer-generated information from which a living individual can be identified
- Committing a criminal or civil offence at or away from work that renders the employee unsuitable to remain in the school's employment or which may seriously damage the school's reputation. Or where there are reasonable grounds to believe that a serious criminal offence has been committed which may be connected or unconnected with their employment.
- Failure to have behaved appropriately towards children or if found not to have reported having observed children being treated inappropriately.

### **Other types of misconduct**

Other types of misconduct are listed below (the list is not exhaustive). These will usually result in a sanction that is less than dismissal, but dismissal may sometimes be the result depending on the circumstances such as if the misconduct is serious or repeated.

- **Attendance and Time-keeping**

Failure to comply with attendance and time-keeping requirements; Failure to follow procedures for booking and returning from leave; Persistent absence and/or excessive absence without medical reason.

- **Telecommunications related issues**

- Abuse of telephone, fax, e-mail or Internet for personal reasons;

Inappropriate use of e-mail or Internet (gross misconduct in serious cases); Recording conversations or meetings without having been given permission by the employee/manager concerned.

- **Behaviour**

Failure to follow a legitimate management instruction; Prolonged time-wasting; Inappropriate behaviour towards a colleague, manager, pupil or a person in the care or charge of the school, parent or member of the public (gross misconduct in serious cases).

- **Poor Working Practices**

Failure to maintain proper records; Failure to follow school procedures such as financial regulations, safety standards.

- **Malicious complaints/grievances made against another employee or manager** (gross misconduct in serious cases)
- **Other breaches of the school's Code of Conduct.**

## **Safeguarding children**

Schools have a duty to safeguard and promote the welfare of pupils. They should create and maintain a safe learning environment for children and young people and identify where there are child welfare concerns and take action to address them in partnership with other organisations where appropriate.

All staff have a duty to report any suspicion of abuse by staff or by families. In the first instance you should inform the Headteacher or a member of the safeguarding team in the absence of the Headteacher. If the concern is regarding the Headteacher the matter should be referred to Local Authority Education Officer.

## **Confidentiality**

Staff may have access to sensitive or private information about children that must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned. Staff must understand the importance of not promising to keep children's secrets. Neither should they request this of a child or young person under any circumstances.

Staff also have the duty of confidentiality towards parents whom in a vulnerable moment can confide to them about a private situation or difficulty. You must not divulge such information with the intent of gossip. Disciplinary actions will be taken against such misconduct. We must show empathy and understanding to parents, recognising that it is not an easy journey to have a child with learning difficulties.

## **Intimate and personal care**

Some of our children may necessitate support with intimate physical care with, for example assisting young children with toileting, providing intimate care for children who cannot do it alone. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance in safeguarding. The additional vulnerabilities that may arise from a physical or learning disability will be taken into account and be recorded as part of an agreed care

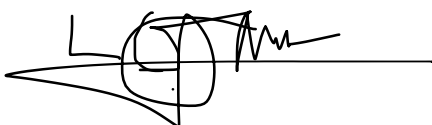
plan with parents. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to Headteacher.

### Staff Responsibilities

Lysiane Gordon	Headteacher Speech and Language, Motor Skills Safeguarding Team Leader Behaviour Management Team Leader	0791345320
Axcel Umuganwa	Deputy Headteacher Behaviour Management Team	0784 284 011
Honorine Manirafasha	Head of EYFS (Early Years) Safeguarding Team Member	0781 984 692
Zachee Ndanyuzwe	School Site Manager IT Technician	0788 292 124
Florence Mukashyaka	Head of studies Key Stage 1 (Year 1, 2, 3) Behaviour Management Team	0785 932 698
Allen Uwamahoro	Head of Studies Key Stage 2 (Year 4, 5, 6) Behaviour Therapy Assembly Organiser	0791 512 512
Grace Uwera	Head of Maths Attendance Manager and School Events Team	0784 686 533
Esperance Tuyisenge	Nursery Resource Manager Nursery Level 1 Supervisor	0789 633 741

The Dove International School wishes you an amazing journey of growth with the school and trust that you will be a real asset and contributor to its growth over the years as well as growth for the children to whom we devote our effort, knowledge, experience and time.

God bless you!



The Headteacher