

<b>The Cam Academy Trust</b> <b>STAFF ETHICAL AND PROFESSIONAL FRAMEWORK</b>	
<b>Approved in consultation with the Curriculum &amp; Standards Committee on behalf of the Trust Board:</b>	20 <sup>th</sup> October 2021
<b>To be reviewed:</b>	As appropriate
<b>Responsible Officer:</b>	Chief Executive
<b>Version: 1</b>	

*All staff working for The Cam Academy Trust have their work framed by pursuing together the six educational principles of the Trust that guide what we do and seek to achieve in our work (Appendix 4). In pursuing these principles, we seek to work within ethical and professional principles that apply to educational staff working in this country. These are articulated through Part 2 of the Teachers' standards (Appendix 1) and the Framework for Ethical Leadership in Education (Appendix 3), that incorporates the Nolan Principles of Public Life (Appendix 2). We see all staff code of conducts within the Trust as ultimately framed by these ethical and professional principles as well as being consistent with the pursuit of the Trust's core educational principles.*

*In addition to the general staff code of conducts within key policies such as the safeguarding policy and the IT acceptable use staff policy, each school in the Trust must confirm its general staff code of conduct that is consistent with this over-arching Trust Staff Ethical and Professional Framework. Exemplars in use by some schools in the Trust are available.*

## **Appendix 1: Part II of the Teacher Standards**

### **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - ✓ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - ✓ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - ✓ showing tolerance of and respect for the rights of others
  - ✓ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ✓ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **Appendix 2: The Nolan Principles**

### **1. The Seven Principles of Public Life**

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

#### **1.1 Selflessness**

Holders of public office should act solely in terms of the public interest.

#### **1.2 Integrity**

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

#### **1.3 Objectivity**

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

#### **1.4 Accountability**

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

#### **1.5 Openness**

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

#### **1.6 Honesty**

Holders of public office should be truthful.

#### **1.7 Leadership**

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

## Appendix 3: The Framework for Ethical Leadership in Education

Schools leaders should abide by the Nolan Principles:

**1. Selflessness:** School and college leaders should act solely in the interest of children and young people.

**2. Integrity:** School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

**3. Objectivity:** School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

**4. Accountability:** School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

**5. Openness:** School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

**6. Honesty:** School and college leaders should be truthful.

**7. Leadership:** School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

**A. Trust:** *Leaders are trustworthy* and reliable We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**B. Wisdom:** *Leaders use experience, knowledge and insight.* We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

**C. Kindness:** *Leaders demonstrate respect, generosity of spirit, understanding and good temper.* We give difficult messages humanely where conflict is unavoidable.

**D. Justice:** *Leaders are fair and work for the good of all children* We seek to enable all young people to lead useful, happy and fulfilling lives.

**E. Service:** *Leaders are conscientious and dutiful* We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

**F. Courage:** *Leaders work courageously in the best interests of children and young people.* We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**G. Optimism:** *Leaders are positive and encouraging.* Despite difficulties and pressures, we are developing excellent education to change the world for the better.

#### **Appendix 4: The core educational principles of The Cam Academy Trust**

At the heart of our work lie the six core principles of The Cam Academy Trust. These drive everything that we do:

- **The excellence principle** - Education must be of the very highest standard.
- **The comprehensive principle** - Education must be for all kinds and abilities of pupils.
- **The broad education principle** - Education must incorporate a broad range of subject areas and personal development.
- **The community principle** - Every Academy must be at the heart of its local community and serve it well.
- **The partnership principle** - Each Academy must seek to work positively in partnership with others for mutual benefit.
- **The international principle** - The curriculum inside and outside the classroom must have a clear international dimension.