

## BPC Faculty and Staff Code of Conduct

### Purpose of the Code:

This Code of Conduct for faculty and staff reiterates and makes explicit the values and standards that have long been experienced by pupils/students through their participation in education at Black Pine Circle School. Our faculty and staff serve as role models, guides, and mentors in learning as well as living. The expectations for conduct set forth in this document are not intended to serve as an exhaustive list of requirements, limitations, or prohibitions on faculty and staff conduct and activities established by the school, rather its purpose is threefold:

1. It serves as a guiding compass as faculty seeks to steer an ethical and respectful course through their career in teaching and to uphold the honor and dignity of the teaching profession.
2. It may be used by the school community and the wider public to inform their understanding and expectations of faculty and staff at Black Pine Circle School.
3. It alerts faculty and staff to some of the more sensitive and often problematic matters involved in staff-student relationships.

### Structure of the Code:

Having regard to the three purposes set out above, the Code sets out the ethical foundation for the teaching profession as well as other staff interacting with students. This is encapsulated in the values of respect, care, integrity and trust that are reflected throughout the Code. These core values underpin the work of the faculty/staff in their practice at Black Pine Circle School. The Code then sets out the standards that are central to the practice of teaching and expected of all staff.

The standards identify staff and faculty's professional responsibilities which are framed as statements under six separate headings: values and relationships; integrity; conduct; practice; professional development; working within established boundaries. The standards reflect the complexity and variety of teaching and serve to guide professional judgment and practice. It is a best practice to remember the helpful standard that can quickly be applied when assessing whether your conduct is appropriate by asking yourself, "Would I be doing this if the student's family or my colleagues or family were standing next to me?"

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries and expectations will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy and apply the examples of acceptable and unacceptable behavior to their daily activities. Although good-natured, heartfelt interaction with students certainly fosters learning, student/staff interactions must always be guided by appropriate boundaries regarding activities, locations, and intentions.

## 1. Professional Values and Relationships

Faculty and staff should:

- Be caring, fair, and committed to the best interests of the pupils/students entrusted to their care, and seek to motivate, inspire, and celebrate effort and success
- Acknowledge and respect the uniqueness, individuality, and specific needs of pupils/students and promote their holistic development
- Be committed to equality and inclusion and to respecting and accommodating diversity, including those differences arising from gender, civil status, family status, sexual orientation, gender identity, religion, age, disability, race, ethnicity, military and veteran status, and socio-economic status, and any further grounds as may be referenced in equality legislation in the future.
- Seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterized by professional integrity and judgment
- Work to establish and maintain a culture of mutual trust and respect in their schools.

## 2. Professional Integrity

Faculty and staff should:

- Act with honesty and integrity in all aspects of their work
- Respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- Represent themselves, their professional status, qualifications and experience honestly
- Avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on pupils/students

## 3. Professional Conduct:

Faculty and staff should:

- Uphold the reputation and standing of the profession as well at The School
- Take all reasonable steps in relation to the care of pupils/students under their supervision, so as to ensure their safety and welfare
- Work within the framework of relevant legislation and regulations
- Comply with agreed national and school policies, procedures, and guidelines which aim to promote pupil/student education and welfare and child protection
- Report, where appropriate, incidents or matters which impact on pupil/student welfare
- Communicate effectively with pupils/students, colleagues, parents, school management, and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect
- Ensure that any communication with pupils/ students, colleagues, parents, school management, and others is appropriate, including communication via electronic media, such as email, texting, and social networking sites
- Ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate or illicit materials/images in electronic or other format

- Ensure that they do not practice while under the influence of any substance which impairs their fitness to teach or carry out their duties
- Not cross the boundaries of an acceptable and professional behavior by staff members while interacting with a student

#### 4. Professional Practice

Faculty and staff should:

- Maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting, and providing feedback
- Apply their knowledge and experience in facilitating pupils'/students' holistic development
- Plan and communicate clear, challenging, and achievable expectations for pupils/students
- Create an environment where pupils/students can become active agents in the learning process and develop lifelong learning skills
- Develop teaching, learning, and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/students
- Inform their professional judgment and practice by engaging with, and reflecting on, pupil/student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy, and legislation
- In a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice, and guidance
- Act in the best interest of pupils/students

#### 5. Professional Development

Faculty and staff should

- Take personal responsibility for sustaining and improving the quality of their professional practice by actively maintaining their professional knowledge and understanding to ensure it is current as well as reflecting on and critically evaluating their professional practice, in light of their professional knowledge base. Black Pine Circle School greatly values and supports teachers' availing of opportunities for career-long professional development.

#### 6. Working within Established Boundaries (not an exhaustive list)

Faculty and staff should NOT:

- Engage in kissing of any kind; any intimate physical contact, including touching, pinching, massaging, rubbing, or brushing against the body
- Make or participate in sexually inappropriate comments or conversations
- Make or tell sexual jokes, stories, or jokes/comments with sexual innuendo
- Seek emotional involvement with a student for your benefit
- Discuss inappropriate personal troubles or intimate issues with a student
- Intentionally be alone with a student on campus or away from the school without obtaining prior parental permission
- Give a student a ride to/from school or school activities without parental and supervisory permission
- Be alone in a room with a student at the school with the door closed without parental and supervisory permission

- Allow students into your home without parental and supervisory permission
- Communicate with students other than by using School technology (i.e. communicating via personal email, cell phone, or social media) other than during a field trip or other school activity after receiving parental permission
- Send emails, text messages, or letters to students if the content is not about school activities

#### In Conclusion:

We encourage a close, warm, and considerate relationship between students and faculty/staff. It is important for the school to maintain a school-wide culture in which students and staff understand their responsibility to report misconduct without fearing retaliation from students, staff, or administration. In order to prevent abuse and/or exploitation, students and staff must know that the Administration will support them when they report possible misconduct. Although this policy gives clear direction regarding appropriate conduct between staff and students, each staff member is obligated to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. Again, think back to the question: "Would I be doing this if the student's family or my colleagues or family were standing next to me?"