

Code of Conduct

This code of conduct applies to all members of staff, therapists, volunteers and visitors to the school and covers our behaviour towards other staff members, therapists, volunteers and visitors to the school. It should be read in conjunction with the Code of Conduct for all HSV staff (see Handbook 1.2).

Attendance

We recognise that lateness and absence from work impacts on the work of colleagues and the learning of students.

We expect everyone to be punctual. If we are going to be unavoidably late, then we will inform the office and, where possible, other people who are affected by our lateness. Where absence from work is unavoidable, the correct procedures must be followed. Two weeks' advanced notice of planned absences is helpful to managers so that they are able to organise appropriate substitute cover. Unplanned absences must be reported to the designated person. All absences must be reported according to the agreed procedures (see Handbook 1.3).

Appearance

We understand that our appearance gives indirect messages to those around us and especially to the children in our school.

We wear clothes that reflect our professionalism but which are practical for working with young children. Slogans on clothing are not disrespectful in any way. We show our respect for other nationalities and cultures in the way that we dress at work.

Attitude

We recognise that our attitude to our work impacts on the atmosphere within the school. We aim to be welcoming, positive, friendly, pleasant and kind to each other. Our attitude to problems can be summarised as: "I can", "I will", "I did".

Communication

We know that communication is both verbal and non-verbal and includes both speaking and listening.

We use appropriate non-verbal body language, eye contact and tone of voice with each other. Confidential communication is kept confidential. Our written communication is grammatically correct and spellings are accurate. We are courteous when using email and think before copying emails to (multiple) recipients. Communication through the school's website and through social media conforms to the school's policy (see Handbook (ref to follow)).

Organisational Skills

We recognise that good organisation contributes to the effective running of the school. We use our time at the start and end of the day wisely for planning, preparation and communication with each other. We do our best to complete our work on time. We keep our school tidy and free from clutter. We mend or discard broken items. We label communal areas and return borrowed materials to the appropriate place or person.

Respect

We value each individual in the school and our collective diversity. We give attention to politeness and good manners. We give our consideration to cultural and racial diversity. Care is given in the choice of pictures and materials to reflect all forms of diversity in a positive way. We do not engage in any type of harassment and bullying, in any form, is not tolerated. Any individual criticism is given in private and in a professional way. We do not lose our tempers with each other. We think before entering classrooms and interrupting the children's learning or colleagues' work.

Teamwork

We recognise that good teamwork creates a safe and positive working environment and provides good models to our students.

We respect the views and rights of other people. In team meetings, everyone is given the opportunity to contribute and these contributions are listened to and respected. It is the personal responsibility of each team member to read the minutes of meetings they have missed. Opportunities are given to receive constructive professional feedback. We demonstrate professional character by being honest with each other. We aim to be dependable, trustworthy and reliable. We demonstrate empathy and understanding towards each other. We offer support to each other and accept support from each other.

Helen Claus
Interim Director, Lighthouse Special Education

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