

**Edge Hill University Code of Conduct**

All Initial Teacher Education (ITE) programmes leading to a recommendation for the award of Qualified Teacher Status (QTS), or eligibility for the relevant Post 14 qualification such as QTLS, are programmes of professional training and education.

As a trainee studying on an ITE programme you are expected to demonstrate consistently high standards of personal and professional conduct and be expected to maintain and model the highest standards of ethics and behaviour.

You are entitled to expect that your placement settings mirror the professional experience of a teacher, and settings are entitled to expect that you will present and conduct yourself in a way that is consistent with the professional expectations of a teacher in that phase.

This Code of Conduct is additional and complementary to the Edge Hill University Student Disciplinary Regulations: <https://www.edgehill.ac.uk/wp-content/uploads/documents/student-disciplinary-regulations-2021-22.pdf>  and the Student Charter 2023 [Student Charter 2023/24 - Edge Hill University](https://www.edgehill.ac.uk/document/student-charter/)

You are therefore both bound by, and protected by, the entitlements included in the Academic Student Regulations in force at the time of your enrolment and study. These were issued to you at the point of enrolment and subsequent updates are accessible via the EHU website. [Academic Regulations 2023/24 - Edge Hill University](https://www.edgehill.ac.uk/document/academic-regulations-2022-23/)

**Behaviours and attitude**

As a trainee following an ITE programme at Edge Hill University, you will exhibit high standards of personal and professional conduct, honesty, and integrity, in keeping with those expected in the teaching profession. At all times you should:

* Demonstrate professional behaviours to all pupils/learners in all settings, and others, including fellow trainees and all staff in the Edge Hill University Partnership.
* Not engage in any conduct, poor or irresponsible behaviour outside of your studies that could bring the profession or the university into disrepute.
* Use language appropriate to the situation and the people involved. Communicate professionally in all contexts including your online and electronic communications such as email.
* Show respect and due regard for the ethos and values, processes, and procedures of the university both in the setting where the programme is delivered and at any other setting in which you are placed.
* Embrace the principles of equality, diversity and inclusion and bring them to life in all you do each day to work with children, staff, and parents. [Equality, Diversity and Inclusion (EDI) Strategy - Edge Hill University](https://www.edgehill.ac.uk/document/equality-diversity-and-inclusion-edi-strategy/)
* Acquire an understanding of working with diversity, including gender, race and culture and ensure that any personal prejudices and stereotypical views do not influence your judgements or actions.
* Be aware of the requirement to promote equal opportunities and to provide reasonable adjustments for learners with disabilities, as provided for in current Equalities legislation.
* Take responsibility for adhering to all key policies and procedures: this includes, but is not restricted to, child protection and safeguarding policies, staff conduct, SEND code of practice, children missing in education, Health and Safety and fire evacuation procedures.
* Demonstrate professional behaviour and relationships in both formal and informal contexts. You will observe boundaries in line with a teacher’s professional position and responsibilities.
	+ For those on programmes of QTS, trainees must adhere to expectations as outlined within Part Two of the Teachers’ Standards: Personal and professional conduct which may be accessed at :<https://www.gov.uk/government/publications/teachers-standards>  .
	+ For those training to teach in the FE sector, you should have due regard for the ETF Professional Standards (2022) <https://www.et-foundation.co.uk/professional-standards/teachers/>
* Take care with confidential personal information that you will have access to.

**Training responsibilities**

In addition to the behaviours and attitudes above, as a trainee teacher you are required to:

* Take responsibility to engage professionally and positively in all aspect your course. This means engaging with, listening to, and acting on feedback and advice from Mentors and Link Tutors across the Edge Hill University Partnership.
* Commit to attending all university based and practice-based training opportunities and contribute fully to the life of the setting when on professional practice. You will notify the relevant staff members of any absence in advance noting that in some instances this may affect any bursary which you may receive. Academic Programme Engagement Policy (APEP) details the faculties expectations of you <https://www.edgehill.ac.uk/documents/academic-programme-engagement-policy-faculty-of-education/>
* Take responsibility for your own learning and development, ensuring a professional and accountable approach to all aspects of the programme adhering to high standards of academic integrity.
* Take responsibility for managing the demands of the profession by looking after your personal health, wellbeing as well as actively developing resilience strategies. [Self-help resources and ideas and support to help your wellbeing can be found in Student Services](https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/self-help-resources/)

* Ensure the welfare and safeguarding of all children, young people, and vulnerable adults, by reporting all safeguarding concerns to your setting DSL and foesafeguarding@edgehill.ac.uk as instructed in your training and our guidance documents.
* Keep your personal academic tutor aware of all relevant matters likely to impact on you making good progress.
* Inform the university should you become subject to a criminal conviction or caution after your application for DBS enhanced disclosure has been submitted.
* Commit to actively reflecton your learning and teaching experiences to set targets, plan actions, improve,achieve and attain highly**.**
* Participate and actively engage in all learning and teaching experiences, and activities; and engage with the full range of feedback mechanisms, such as trainee surveys, trainee consultation and focus groups.
* Maintain an appropriate standard of dress and appearance as required by your setting and university guidance.
* Adhere to all Data Protection and data handling rules including the use of mobile devices when travelling to and from settings, ensure that any digital images are acquired under the terms of the location they are taken at.
* Ensure that if social media sites are used, details are not shared with learners and young people and privacy settings are set at maximum and that conduct is professional at all times. A professional approach should be taken at all times, with no detrimental mention of any educational settings (including EHU), colleagues, peers, pupils/learners, parents/carers. Trainees should not engage with any learners/parents/carers through social media channels.
* Maintain positive, appropriate professional relationships with learners, parents and staff which always adhere to child protection and safeguarding legislation. In addition to whilst in settings this includes after school clubs, sports days and residential activities.

**Breaches of Conduct**

Breaches of conduct, may occur if you are unable to meet the professional and personal standards expected, this may include poor attendance and engagement, inappropriate behaviours, or attitude and dishonestly in the assessment process (malpractice) and may result in one or more of the following actions:

* The requirement for a Progress Support Plan.
* A placement being temporarily suspended by a setting pending an investigation

* A placement being concluded early by a setting

* [A recommendation to attend a Fitness to Practice Panel](https://www.edgehill.ac.uk/collection/academic-regulations/)
* [A referral to a University Malpractice Panel](https://www.edgehill.ac.uk/collection/academic-regulations/)
* [A referral to the University Fitness to Study process](https://www.edgehill.ac.uk/collection/academic-regulations/)
* [A referral to Student Disciplinary Regulations](https://www.edgehill.ac.uk/collection/academic-regulations/)

**End note**

This code of conduct is informed by the following:

* Consultations with head teachers and school-based staff including ongoing consultations with members of the Edge Hill University Strategic Partnership Board
* The standards of behaviour expected of teachers and statutory guidance documents including:
	+ the National Conditions of Service for School Teachers in England and Wales. (The Burgundy Book)  <https://www.local.gov.uk/our-support/workforce-and-hr-support/education-and-young-people/school-teachers/conditions-service> or respective arrangements for Wales, Northern Ireland and the Isle of Man .
	+ [Education Act 2011](https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted%22%20%5Ct%20%22_blank)
	+ [Working Together to Safeguard Children, July 2018](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2%22%20%5Ct%20%22_blank)
	+ [Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted%22%20%5Ct%20%22_blank)
	+ [Keeping children safe in education, Sept 2023](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)
	+ [Equal Opportunity and Discrimination (Equality Act 2010)](https://www.gov.uk/guidance/equality-act-2010-guidance%22%20%5Ct%20%22_blank)
	+ [Special educational needs and disability code of practice: 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25%22%20%5Ct%20%22_blank)
	+ Protecting children from radicalisation: the prevent duty DfE (August 2015)
	+ ETF Professional Standards: Professional Standards for Teachers and Trainers (et-foundation.co.uk)