



Code of Conduct

for Members of Staff

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Vision

Nurturing Lifelong Learning

We aspire to be a world class British curriculum primary school of choice, where every child is happy, positive, and thriving.

Mission

Our objective is to nurture every child to become a lifelong learner. We achieve this by:

- Creating a positive, happy, safe, and inclusive culture within the school community.
- Developing every student to be a global citizen who appreciates, local heritage of the UAE.
- Ensuring every student achieves and goes beyond their academic potential.
- Nurturing metacognition through learning skills, thinking skills and conceptual understanding.
- Provide unique and inclusive opportunities and pathways for all students.
- Maximising every student's experience through innovative design of learning.

The Arcadia Global Values

AGS VALUES

ALTRUISM
RESPECT
COMPASSION
ASPIRATION
DETERMINATION
INTEGRITY
ADVENTURE

GRIT
LIFELONG
OPTIMISM
BRAVERY
ALACRITY
LEARNING

“ Our character is what we do when we think no one is looking. ”
- H. Jackson Brown Jr.

Staff Values (All staff are expected to model the AGS values and Traits)

Altruism

Altruism is when we act to promote someone else's welfare, even at a risk or cost to ourselves. Some studies have found that people's first impulse is to cooperate rather than compete and at AGS we strive to demonstrate that helping others is part of human nature and when done collectively we can all contribute to making the world a better place. As adult educators, we aim to demonstrate this value through our support, deeds and actions with our peers and students. This is modelled through charitable support, cultural values and educational practices whereby students learn about connecting as global citizens.

Respect

At AGS we all have a set of unique abilities, qualities and achievements, which can combine to create a well-functioning, successful and harmonious working environment. All staff will respect one another by showing a mutual understanding and admiration (appreciation) for the jobs that we do that all make AGS a successful school. This respect for one another transcends down to the pupils within our care and the parents who we work in partnership with on a daily basis. Respect shows courtesy, understanding and the ability to listen to and respond to all staff, parents, pupils and the wider community. This is modelled through appreciation of achievements by all within the school, as well as the parental community.

Compassion

Empathetic consciousness is something we believe fundamental to human existence and by amplifying this in our thoughts and deeds we strive to ensure our community is caring, sharing and kind. As educators, we commit to modelling this through genuine human interaction with all our community and it remains central to our family values. Sharing our experiences and support during challenging circumstances is integral to demonstrating compassion and through the strong connection to our students, we hope to see them model this with their peers.

Aspiration

As educators, we strive to hold high standards and expectations of ourselves and in turn wish to see this modelled by our students. Being professionals in our field helps us to demonstrate a journey of commitment, positivity and enthusiasm for our professional lives which are the cornerstones of aspiration. As educators we support our students along this journey of navigation through education, by setting SMART goals and aspirational targets based on expressions of interest, strengths and of course, areas for development. By being committed lifelong learners ourselves, we can hope to instill the same aspirations in our children.

Determination

Having courage to take on new challenges, develop emotions and ideas and to strive for high levels of success are central to human development. As educators we wish to share in this journey with our peers through professional development and learning and with our students by stretching and challenging them daily. Our education program at Arcadia Global is enriched to provide students with the chance to face challenges both inside and away from the classroom and by modelling a shared determination to succeed, we can all encourage a shared approach to grit and positivity.

Integrity

Having a strong sense of morality and maintaining a reflective and balanced approach to life is an essential value in education. We strive to maintain a connected and consistent approach to building strong and meaningful professional relationships with our colleagues and students at AGS. Our education program is enriched with opportunities to make important decisions on a daily basis and by showcasing strong integrity as teachers, we strive to instill this value within our community of learners.

Adventure

Taking measured risks is integral to our development as children and adults. As educators, we enjoy learning about new things and setting up the same levels of inquiry in the classroom. We endeavor to stretch and challenge ourselves as well as our students through exploration and discovery and by tapping into their natural curiosity. If channeled effectively, adventure can ensure strong, long-lasting connections to learning and through the extensions of trips, activities, challenges, team-building, competitions and events, we drive to expose our Arcadia students to a multitude of adventurous experiences.

Grit

At AGS, we embrace the value of GRIT as the cornerstone of our teaching philosophy. GRIT is the unwavering determination, perseverance, and passion to overcome challenges and achieve excellence in every aspect of our work as educators. We wholeheartedly believe that cultivating GRIT among ourselves will empower our students to become resilient, self-motivated, and successful individuals.

Optimism

Optimism offers a wide range of benefits that positively impact various aspects of life. Here are some of the key advantages of having an optimistic outlook.

Enhanced Mental Health, Better Physical Health, Improved Relationships, Increased Resilience, Higher Achievement and Success, Enhanced Problem-Solving Skills, Increased Happiness and Life Satisfaction, Better Coping with Stress and Higher Levels of Motivation. Overall, optimism has a profound influence on individual well-being and success. It empowers people to navigate life's ups and downs with a positive attitude, leading to improved mental and physical health, stronger relationships, and increased resilience in the face of adversity. All staff are expected to model positive behaviours when dealing with others.

Bravery

As members of the teaching staff, we pledge to embody these core values in our daily interactions and instructional practices. Bravery, as an essential pillar of our teaching philosophy, empowers us to inspire, challenge, and support our students to reach their fullest potential.

Overall, bravery has a huge impact on individuals by developing, Courageous Advocacy, Encouraging Growth Beyond Comfort Zones, Fostering Resilience, Modelling Vulnerability and Learning, Empowering Student Voices and Promoting Social and Emotional Growth.

Nurturing Lifelong Learners: Bravery extends beyond the classroom; it lays the foundation for lifelong learning. We inspire our students to become curious, inquisitive, and fearless

learners, eager to explore the world around them and embrace the complexities of knowledge.

As members of the AGS teaching staff, we wholeheartedly embrace Bravery as an essential value in our approach to education. We commit to fostering an environment where students feel empowered to take risks, embrace challenges, and embrace their unique identities. By cultivating bravery in our students, we equip them with the confidence and resilience they need to navigate a changing world and make a positive impact on their communities and beyond.

Alacrity

Alacrity, synonymous with enthusiasm, promptness, and eagerness, becomes the driving force behind our commitment to inspire and empower our students.

Alacrity promotes, Enthusiastic Engagement, Prompt Responsiveness, Eager Innovation, Creating a Dynamic Learning Environment, Empowering Student Agency and Exemplifying Professionalism.

Nurturing Lifelong Learners: Alacrity guides us in nurturing a love for lifelong learning in our students. By instilling in them a thirst for knowledge and discovery, we cultivate individuals who are eager to explore, question, and grow beyond the confines of the classroom.

As AGS teaching staff, we wholeheartedly embrace Alacrity as a fundamental value in our educational approach. With enthusiasm, responsiveness, and eagerness, we create a learning environment that ignites the spark of curiosity and fosters a love for knowledge. By embodying these values, we empower our students to become enthusiastic learners, critical thinkers, and confident leaders who will make a positive impact on their communities and the world.

Workplace Ethos

AGS aims to be a place where all people are respected and where a culture of peace and professionalism is at the heart of all we do. This code provides guidance within which all employees can undertake their work positively, and feel valued, safe, and nurtured within our environment.

This code also provides a framework for fairness, guiding everyone in practical terms about the school's expectations.

Professional Expectations

Professional Expectations of all Staff

- Act professionally always
- Be courteous to visitors, parents, and other employees.
- Speak respectfully to everybody.
- Act as a good role model to everybody
- Support colleagues and be sensitive to their wellbeing.
- Always work within health and safety guidelines
- Be punctual, attentive, productive, and actively involved.
- Look for positive solutions and seek advice when unsure.

- Be positive about the school both professionally and outside of school.
- Actively undertake all performance management requirements

Professional Expectations of Leaders

- Demonstrate the (Nolan Principles) The 7 Principles of Public Life.
- Lead by example
- Maintain and share the vision, aims and objectives of the school and ensure these are known and upheld.
- Treat all staff with fairness and respect.
- Be accountable and expect accountability.
- Actively support professional growth and job satisfaction for all staff
- Distribute leadership and delegate tasks in a way that supports the aims of the school and provides opportunities to develop both professionally and personally.

Professional Expectations of Academic Staff

- Complete all planning, assessment, and reporting tasks to a high level and on time.
- Actively seek opportunities to develop teaching skills and knowledge and provide support for colleagues to do the same.
- Focus on the individual needs of pupils and seek ways in which each of them may continually progress and develop.
- Provide a nurturing learning environment and believe all children can achieve.
- Show interest and professionalism when attending meetings and workshops (both as a mark of respect for the presenter/facilitator and also in support of one's own and others' professional development).

Professional Expectations of Administrative and Support Staff

- Always present a professional, friendly and helpful demeanour; in person, over the phone and through written communication.
- Support the aims of the school by providing excellent service for parents.
- Complete all tasks as requested and on time.
- Support colleagues and be a positive team member in ensuring administrative and management tasks are completed successfully.
- Seek opportunities for professional development and support colleagues to develop new skills and professional experience.

Dress Code

- All staff members must have read the dress code and it is a requirement that this code is followed. In the unlikely event that a staff member dresses inappropriately, the HR Lead will intervene and remind the staff member involved.
(Please refer to the Dress Code Policy).

Safeguarding

- Any staff member with a safeguarding concern or to whom a potential safeguarding issue has been disclosed must act immediately using the forms provided to make the Founding Principal (or Vice Principal if the Founding Principal is unavailable) aware. *(Please refer to the Child Protection & Safeguarding Policy).*

Absence

In case of illness or unexpected absence from work, individuals are expected to follow the absence procedures:

- If a member of staff is going to be absent from school, he or she must personally contact the HR Lead and his or her Line Manager (as per organizational chart), prior to or on the first morning of the absence, *by 6.30am at the latest*. This is to be done through WhatsApp messaging and Oracle portal. Please see protocols below:
 - Class Teachers message Section SLT and HR Lead and Oracle Portal.
 - Assistant Teachers message Section SLT and HR Lead (and class teacher) and Oracle Portal
 - Specialists Teachers message HR Lead, Line Manager and Oracle Portal
 - Inclusion Teachers message Line Manager, HR Lead and Oracle Portal

Holly Simpson	Vice Principal	050 690 5359
Colbie Robinson	Assistant Head / FS Leader	058 523 2987
Imogen Wilkins	Assistant Head / Head of KS1&2	050 501 9928
Deepa Ratheesh	HR Lead	0504832163
Jolene Teresa Olivero	Executive Assistant to the Founding Principal	0509047146
Josephine Atea	PRE	0545144512
Jothi Ramasubramanian	ICT Engineer	0503984194
Shamseer Puthiyottil	Finance lead	0566039286
Shazia Khaleel	Admissions Lead	0569963764/0566038258
Ummar Farook	School Operations Officer	0501849012

- Personal appointments off-site should not be made during the school day, unless urgent, and even then, must always be approved in the first instance by the Founding Principal or Vice Principal, then inform the HR Lead.
- A medical certificate must be produced for any medical absence of two days or more. *(Please refer to the Reporting Absence Policy).*

Working Environment

- Mobile phones must be on silent or turned off in class and should never be used in front of children, in playgrounds or at any school function.

- Pupils should be encouraged and guided by adults to learn responsibility for maintaining a safe, clean, and happy school environment.
- Hot drinks are not to be taken into classrooms or around school unless in a sealed drinking container.
- Staff members should ensure that all areas of the school are kept tidy throughout the school day and all classrooms, teaching spaces, and working spaces are left tidy at the end of each day.
- All staff are responsible for cleaning away equipment used in all areas of the school.
- Resources should be returned to appropriate storage areas at the end of the school day.
- Children should never be left unsupervised.
- Children should never be left unaccompanied when moving around the school.

Personal Social Media

- Staff members should never discuss school matters on social networking sites or on social media.
- Employees should refrain from posting images that may be deemed inappropriate for the professional standards of school employees within the cultural norms of the UAE.
- It is strongly recommended that staff ensure their own personal social media settings with locked profiles for privacy of access (Facebook, Instagram, etc.).

Actions to Support a Positive Team Approach

- Act in a professional manner at all times, when on school business, both on and off the school premises.
- Take individual and collective responsibility for the smooth running of the school by showing initiative and being proactive.
- Offer support and ask colleagues if help is required in any area. A team ethos is a core tenet within our school.
- Ensure confidentiality of sensitive information.
- Sensitive issues must be discussed behind closed doors.
- Any concerns should be reported directly to a line manager.
- Official school name badges should be worn at official functions.

Meetings

- All one on one meetings, team meetings, INSET days and workshops are held to ensure the smooth running of the school, to raise standards of attainment and to support staff pedagogy and professional development linked to our School Development Plan.
- Staff will be informed of all meetings in advance unless in cases of emergency e.g. child protection.

- Individuals are expected to be prompt for the start of all meetings and, if late on arriving, should offer apologies on arrival.
- The presenter/chair or requestor of a meeting/workshop should be informed if an individual is required to leave prior to the conclusion.
- Mobile phones are to be kept on silent and not to be used, unless in an emergency.
- Laptops or iPads are to be used for note taking or actions related to the meeting or within the meeting if requested by the chair/presenter, but must not be used for other work while a meeting is in progress
- The presenter/chair should be respected at all times and it is a professional expectation that attendees will not talk unless interacting in group situations, or as part of the discussion within the meeting/workshop.

Daily Routines, Organisation and Duties

Planning

- All teachers must use the agreed school Sharepoint planning templates within each teacher's Sharepoint folder and the Founding Principal and must be provided read/write access.
- Long and Medium Term Planning should be prepared ahead of the start of a term or half term respectively and be made available to the Vice Principal.
- Weekly planning must be completed and available for review by 08.00am each Monday, or at any other time indicated by the Founding Principal.

The Working Day

As part of professional expectations and good practice, all staff are required to:

- Ensure that, whenever at school, they wear their school ID as provided by the school. This provides access to designated areas for staff, while ensuring a secure environment for all staff and pupils
- Read the weekly notes provided at the end of each week in order to be prepared for the following week.
- Ensure all emails are read each day (during non-contact time or after school hours) as part of the professional routine (commit to 24hr turn around for emails)

Start of Day

- The Founding Principal will meet and greet parents and pupils each morning at the front of the school
- The Vice Principal will support this process ensuring any issues at the start of the day are dealt with and that pupils, parents and staff are ready for a positive and purposeful day at school.
- Administration staff are required to be at school from **7.00am** and 'clock in' via the face recognition screens.

- Teaching staff are required to be at school and 'clock in' via the face recognition screens by **7.00am** each day.
- The registration period provides an opportunity for EYFS teachers to greet parents and pupils in an informal yet professional manner and to ensure a warm and positive start to the school day (class teachers are required to be in class during this time as this is also an important safeguarding responsibility)
- Specialist teachers are requested whenever possible (i.e., if not teaching first period), to support children coming into school at the main entrance. This is particularly important for children who arrive after **7.40am** and who are then escorted to classrooms without parents.
- Lessons begin at **7.40am** every day, staff are expected to view the clocks in each room, follow laptop time which are centrally synchronized.
- Any pupils who arrive after **7.40am** will be registered by the administration staff at the front desk who will then escort the child to class (home class or specialist lesson classroom if required), to minimise disruption to class lessons.
- Classroom Coaches will ensure the safety of children arriving by bus as part of their Duty Rota responsibilities.
- Access to the school is through the main door.
- Pupils must be registered promptly at the start of the day, ensuring all absences are recorded (this is another safeguarding responsibility and an important professional duty for class teachers)

During the School Day

- Specialist lesson timings are to be adhered to throughout the day (as per the timetable) and in respect to colleagues, pupils should arrive and leave promptly at the start and end of lessons, assemblies and other activities.
- Pupils must at no times be allowed to move around the school unattended (this is also an important safeguarding responsibility) unless in the case of 1-6 children attending the bathroom with the teacher's permission, during class time.
- Foundation Stage bathrooms are within the classroom environment and Classroom Coaches/Bus Guardians are expected to manage and supervise children using these, within this environment. It is recommended that teachers of KS1 children take their class to the bathroom at the start of lesson blocks following breaks, to minimise disruption in class time. KS1 and 2 children should only attend the toilet one at a time per class, during lesson time.

Breaktime/Lunchtime

- Pupils must be supervised at all times including at lunch and during break times.
- Staff members should ensure they are on duty on time.

- Staff on duty should be dispersed throughout the playground to ensure visual coverage of all areas and should avoid the temptation to chat with colleagues as this can distract from being vigilant regarding pupil safety and behaviour.
- No mobile phones are to be taken on duty.
- It is expected that staff will be interacting with and actively supervising the children around them.
- Children should be discouraged from play aggressive and/or chasing type games.
- Positive playground behaviour will be encouraged and rewarded by duty staff.

End of School Day

- Teachers must ensure that parents have an opportunity to speak with them, if they so wish, at the end of the school day, as parents are welcome to collect their child from class at this time. (unless they are catching a bus)
- If a more detailed parent discussion is required, parents should be requested to make an appointment either directly with the teacher or through the main reception staff.
- Bus duty staff will ensure children are collected and delivered to the bus, monitored safely onto the correct bus and successfully handed over to bus monitors for duty of care.
- Children may only be taken home by a known adult or by an adult for whom a parent has provided specific permission. In all cases this will be followed and if necessary the Founding Principal/Vice Principal and security will become involved to ensure this is adhered to.
- Any staff member who has concerns whatsoever about collection of children he or she must not allow the child to leave school and should immediately check with the reception staff and/or the Founding Principal.
- Children not collected at the end of the day should remain with the class teacher and be escorted to the main reception area where the administration staff will attempt to make contact with the parents.

Communication with Parents

- The AGS has a paperless policy in regards to communication with parents. Staff are therefore required to utilise the following processes/technologies to ensure clear, consistent and professional communication with parents:
 - SeeSaw learning feed (for daily sharing of learning, for parent-teacher communication and for information on homework) - the Seesaw feed **should be completed regularly** by the class teacher and include individual pupil learning, some group activities, a weekly overview, individual communication between parents and teacher and homework feedback (see below). Specialist teachers are required to provide **regular feedback** via seesaw across the range of classes with whom they work. Years 3 and older children should

(under teacher supervision) be utilising Seesaw to showcase learning in school as well as learning undertaken outside of school as a means of sharing these achievements

- 'Flash Update' emails (brief emails approved by the Founding Principal and delivered by admin staff to parents, sharing news and celebrating successes)
- Circular Emails (brief emails approved by the Founding Principal and delivered by admin staff to parents, providing important information) via iSAMS.
- Messages received from parents will be given to classroom staff via email or in person if urgent.

Weekly Overview to Parents

- Each homeroom class teacher is required to write a weekly overview for their parents, detailing the week ahead. This should be provided on a Thursday, via Seesaw, and needs to include:
 - information on what will be covered in the class programme next week
 - any reminders or things that are to be brought into class
 - special activities and occasions in class or school

Homework

- Homework must be specifically undertaken within school at least twice a week for Years 1 and upwards (timetabled slots are allocated).
- The Seesaw learning feed must specifically refer to 'homework sessions' on the days allocated and provide detail to parents of;
 - What was covered in the homework session
 - Areas of strength demonstrated by the child
 - Areas requiring further focus (or next steps in learning)
 - Specific examples of how the parent may take this further and support at home, if they so desire
- As part of our paperless policy, electronic reading books (Bug Club) are provided for homework
- In-school homework may cover (but not necessarily be limited to):
 - Reading, Spelling, Writing, Mathematics, basic number facts, etc.
- Class teachers have the ability to manage this process and work on priorities as they best see fit, but it is very important that parents clearly see and understand ***that homework is specifically undertaken at school.***

Professionalism when dealing with parents.

Staff have a responsibility to build relationships with parents.

- Staff should always smile, greet and welcome parents in a positive and warm manner. This reflects the family-orientated and happy nature of our school ethos. Staff should listen carefully and reassure parents that any issues, concerns,

questions, ideas or suggestions will be dealt with in a timely and efficient manner. As a school we always get back to parents in good time if we are unable to provide an immediate response or solution.

- If a parent is becoming agitated for whatever reason, it is important that the staff member remains calm. Staff should always immediately seek support from senior managers when dealing with an upset or aggressive parent.

Visitors

- All visitors must enter the building via the main entrance and will be met by security who will secure the visitor's identification and provide them with a card which will provide limited school access, as required by their purpose for attending (such access to be directed by the Founding Principal).

Supporting Documents:

- Safeguarding Policy

AGS

Policy Implemented: August 2023

Policy Reviewed: July 2024

Next Review: July 2026

Policy Responsibility: Founding Principal