

# British Federation of Brass Bands

## Code of Conduct

For Teachers, Tutors, Trainers and Instructors of brass playing

Teachers play a crucial role in the learning to play of any brass or percussion instrument and in the lives of the students they teach. Good teachers ensure that individuals who are involved in brass banding have positive experiences and are therefore more likely to continue playing into adulthood and achieve their full potential.

Teachers must demonstrate at all levels a high degree of honesty, integrity and competence. The need for teachers to understand and act on their responsibilities is of critical importance to brass banding as is the need to protect the key concept of participation for fun and enjoyment as well as achievement. This is implicit within good teaching practice and promotes a professional image of the good practitioner. This code of conduct defines what the BFBB believes is best in good teaching.

### Rights

Teachers must respect the rights of every individual to participate in brass banding

### Relationships

Teachers must develop a relationship with children/ students (and others) based on openness, honesty, mutual trust and respect

### Responsibilities - personal standards

Teachers must demonstrate proper personal behaviour and conduct at all times

### Responsibilities professional standards

To maximise benefits to students teachers must attain as high a level of competence as is possible through qualifications and a commitment to ongoing training.

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### RIGHTS

Teachers, tutors, trainers and instructors must respect the rights of every individual to participate in brass banding

#### Issues

Teachers should:

Assist in the creation of an environment where every individual has the opportunity to play a brass instrument or percussion and enjoy the art of music making.

Create and maintain an environment free of fear and harassment.

Recognise the rights of all students to be treated as individuals.

Promote the concept of a balanced lifestyle, supporting the well being of the child/ student both in and out of brass banding.

#### Actions

Treat all individuals in the band with respect at all times.

Do not discriminate on the grounds of gender, marital status, race, colour, disability, sexuality, age, occupation, religion or political opinion.

Do not condone or allow to go unchallenged any form of discrimination.

Do not publicly criticise or engage in demeaning descriptions of others.

Be discreet in any conversations about any other individuals.

Communicate with and provide feedback to students in a manner that reflects respect and care.

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### RELATIONSHIPS

Teachers, tutors, trainers and instructors must develop a relationship with children/ students (and others) based on openness, honesty, mutual trust and respect

#### Issues

Teachers:

Must not engage in behaviour that constitutes any form of abuse (physical, sexual, emotional, neglect, bullying).

Should promote the welfare and best interests of their students.

Must avoid sexual intimacy with students.

Must take action if they have a concern about the behaviour of an adult towards a child.

Should empower students to be responsible for their own decisions.

Should communicate and co-operate with other organisations and individuals in the best interests of their students.

#### Actions

Be aware of the physical needs of students especially those still growing, and ensure that practice loads and intensities are appropriate.

Ensure that physical contact is appropriate and necessary and is carried out within recommended guidelines with the student's full consent and approval.

Do not engage in any form of sexually related contact with a student. This is strictly forbidden as is sexual innuendo, flirting or inappropriate gestures and terms.

Inform parents immediately if at all concerned about the welfare of a child.

Arrange to transfer a student to another teacher if it is clear that an intimate relationship is developing.

Respect student's opinions.

Encourage students to take responsibility for their own development and actions.

Allow students to discuss and participate in any decision-making process.

Inform students or their parents of any potential costs involved in accessing the teaching services on offer, prior to participation.

Be aware of and communicate on any conflict of interest as soon as it becomes apparent.

Identify and agree with students which other experts or organisations could offer appropriate services to benefit their progress.

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### Responsibilities- Professional Standards

To maximise benefits to students teachers, tutors, trainers and instructors must attain as high a level of competence as is possible through qualifications and a commitment to ongoing training.

#### Issues

Teachers will:

Provide a safe environment that maximises benefits and minimises risks to students in achieving their goals.

Be professional and accept responsibility for their actions.

Make a commitment to providing a quality service to their students.

Actively promote the positive benefits to society of participation in brass banding.

Contribute to the development of brass teaching by exchanging knowledge and ideas with others.

#### Actions

Plan all sessions so they meet the needs of the student and are progressive and appropriate.

Maintain appropriate records of the progress students are making.

Recognise and accept when it is appropriate to refer a student to another teacher or instrumental specialist.

Seek to achieve the highest level of qualification available.

Maintain up-to-date knowledge of technical developments in brass playing.

Maintain up-to-date knowledge and understanding of other issues that might impact on both you and your students

Be aware of the social issues and how brass playing / bands can contribute to local, regional or national initiatives.

Actively participate in recruitment and education opportunities in brass playing/ teaching.

Practise in an open and transparent fashion that encourages other teachers to contribute to or learn from your knowledge and experience.

Engage in self-analysis and reflection to identify your professional needs.

Seek continuous professional development opportunities to develop your teaching skills and update your knowledge.

Manage your lifestyle and teaching commitments to avoid burnout that might impair your performance.

Do not assume responsibility for any role for which you are not qualified or prepared.

Do not misrepresent your level of qualification.