



# Nursted Community Primary School

## Code of Conduct

### for Teaching and Support Staff in School

Policy adopted by the Governor Body on : \_\_\_\_\_

The Policy will next be reviewed: \_\_\_\_\_

Headteacher's Signature: \_\_\_\_\_

Chair of Governor's Signature: \_\_\_\_\_

Last amended		
By	When	Main changes
KV	16.8.23	Based on Wilts LA model policy of February 2018 and previous Code of Conduct.
KV	15.8.24	Checked with minor changes made.

## Purpose

1. This code of conduct:
  - sets out minimum standards of behaviour for employees
  - provides guidelines to help maintain and improve standards;
  - aims to protect the reputation of both employees and the school;
  - aims to protect the rights and interests of children and young people involved with the school
2. This code of conduct is not exhaustive and does not replace the general requirements of the law, common sense and good conduct.
3. This code of conduct should be read in conjunction with a number of policies and schemes relating to conduct which are set out at the end of this document.

## Who does it apply to?

4. This policy applies to all employees of Nursteed Community Primary School, including supply workers, agency workers, governors and volunteers.

## What is my responsibility?

5. School employees need to:
  - read this policy;
  - ensure they understand it;
  - ask if there are any points that are unclear;
  - use this code of conduct, alongside other school policies, to guide them in their role.
6. Breach of this code of conduct may lead to disciplinary action, which could result in dismissal. Please refer to the disciplinary procedure for more information.

## Teaching staff responsibilities

7. Teaching staff must adhere to:
  - the terms and conditions outlined in the school teachers pay and conditions document (STPCD). A copy of STPCD can be found [here](#)
  - the Teachers Standards as set out by the Department for Education. These cover both teaching standards and personal and professional conduct. Teacher's performance will be regularly reviewed against these professional standards. The teachers standards can be found [here](#).

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## What are the main points?

### 8. Duty of Care

Teachers and other education staff are accountable for the way in which they exercise authority, manage risk, use resources, and protect pupils from discrimination and avoidable harm.

9. All members of staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils, and in behaviour by staff that demonstrates integrity, maturity and good judgement.

*This means that adults must:*

- Understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
  - Always act, and be seen to act, in the child's best interests
  - Avoid any conduct which would lead any reasonable person to question their motivation and intentions
  - Take responsibility for their own actions and behaviour.
10. The public is entitled to expect the highest standards of behaviour from school employees.
11. Employees represent the school and are trusted to act in a way which promotes the school' interests and protects its reputation.
12. Employees are accountable for their actions and should ask the headteacher for advice if they are not sure of the appropriate action to take.

## Staff / pupil relationships

13. It is an offence under section 16 of The Sexual Offences Act 2003 for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.

## Interests

14. Conflicts of interest may occur if a decision of the school could affect an employee, or close friends and relatives, either positively or negatively.
15. Interests could include:

- involvement with businesses which have existing or proposed contracts with the school;
16. Employees should ask themselves the question “Would a member of the public think that they or their family would benefit from the connection between their personal interest and their employment with the school?”
  17. If the answer is yes then they must declare their interest to the headteacher in writing.
  18. Employees may hold their own personal and political views but must act professionally at work and not allow these views to interfere with their work.

### **Outside Commitments**

19. Employees should ensure that their activities outside work do not conflict with their duty to the school.
20. All teaching and support staff should inform the headteacher before engaging in any other business or accepting additional employment.
21. Any additional employment should not conflict with the school’s interests or have the potential to bring the school into disrepute.
22. Employees may not set up a business, or accept a job with a business, which is in direct competition with the school. Employees should check with the headteacher where further clarification is required.
23. If an employee works for another organisation they may not act as a messenger between that organisation and the school. Formal channels of communication must be maintained.
24. Any secondary employment must not be carried out during an employee’s contracted school working hours, nor whilst on standby for official call out purposes unless such employment can be undertaken from their home.
25. It is an employee’s responsibility to monitor the number of hours they work and to ensure that they are rested and refreshed and able to carry out their role. Employees should not exceed an average of 48 hours working time per week calculated over a 17 week period as detailed in the Working Time Regulations.

## **Confidentiality**

26. Employees must take all reasonable steps to ensure that the loss, destruction, inaccuracy or improper disclosure of information does not occur as a result of their actions. This includes information relating to school business and pupil data.
27. Employees must not disclose personal or financial information about any other member of staff without the express consent of that individual or authorisation from the headteacher.
28. Confidential information, belonging to the school, should not be disclosed to any person not authorised to receive it.
29. Employees must not use any information obtained in the course of their employment to cause damage to the school or for personal gain or benefit. Nor should they pass information on to others who may use it in such a way.
30. Employees should also be aware that under Section 13 Education Act 201, it is a criminal offence to disclose the identity of a teacher who is the subject of an allegation of a criminal offence made by or on behalf of a pupil, until a teacher is charged with this offence. This includes disclosing any information that could make that person identifiable.

## **Time, facilities and publications**

31. Employees must spend all of their contracted hours working for the school.
32. Employees may not make personal use of the school's property or facilities (stationery, photocopiers, car parks etc.) unless authorised to do so by the head teacher. Computers and software may only be used in line with the school computer (IT) security policy and e-mail/internet use code of practice and any other related policies.
33. Employees may only use the school telephones to make or receive private calls in exceptional circumstances, and with the permission of the headteacher.
34. Any public funds entrusted to an employee must be used in a responsible and lawful manner.
35. Employees who want to publish any material which they have written in connection with their duties or in which they describe themselves as holding a position within the school must first gain the consent of the headteacher.

36. If, in the course of their work, an employee creates a copyright work (for example a procedures manual or a software programme); patentable invention; design capable of registration; this would become the property of the school and, if appropriate, they would be required to cooperate in the registration formalities.
37. Employees may retain fees for any lectures delivered with the agreement of the headteacher.

### **Equality**

38. The school is firmly committed to the principles of equality and diversity and has a positive duty to promote these within the community it serves.
39. Employees must treat colleagues, pupils, parents, carers, governors and members of the public and the local community with respect and must not discriminate unlawfully against any person.
40. Employees involved in making appointments should ensure that decisions are based only on the ability of the candidate to undertake the duties of the post. If any applicant is a close personal friend or relative they should not be involved in the appointment process.
41. Employees should not be involved in any decisions relating to discipline, pay or promotion of close personal friends or relatives.

### **Gifts, Hospitality and Sponsorship**

42. Employees must not accept any fee or reward for work done other than their pay and allowances as set out in their contract of employment except as set out in paragraphs (\*a) and (\*b) below.
43. It is an offence under the Prevention of Corruption Acts for employees to accept gifts, loans, fees or rewards as an inducement to act in a certain way in their official capacity.

(\*a) Employees may accept small items (e.g. inexpensive pens, diaries, flowers, chocolates). They should check the process for this with the headteacher.

(\*b) Employees may only accept an offer of a more significant gift (as a guide worth more than £25) or hospitality (e.g. visits, meals, sporting events etc.) if there is a genuine need to do so in order to represent the school in the community.

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44. Gifts, benefits and hospitality offered to employees or members of their family as a consequence of their employment must be declared to the headteacher in writing whether accepted or not.
45. Employees should never accept significant gifts or hospitality from pupils, parents, carers, actual or potential contractors or outside suppliers.
46. If an external organisation wishes, or is sought, to sponsor a school activity the rules concerning acceptance of gifts or hospitality apply. Particular care must be taken when dealing with contractors or potential contractors. The headteacher must be involved in any decision.
47. Where the school wishes to sponsor an event or service no employee or member of their family must benefit unless full disclosure of interest has been made to the headteacher. All sponsorship must be recorded.

#### **Dress and personal protective equipment**

48. Employees should ensure that their dress is appropriate to the professional nature of their role at the school, the activities they are involved in and any health and safety requirements related to these. Jeans are not appropriate clothing for work within school, although they may be appropriate for extra curricular activities, trips or residential visits. Tattoos that could cause offence should be covered.
49. Suitable personal protective equipment will be issued and must be worn where a risk assessment indicates it is appropriate.

#### **Speaking to the media**

50. Any approaches regarding school related issues, from all press, radio or TV stations or specialist press to be directed to the headteacher.

#### **Misconduct**

51. All employees should conduct themselves in a professional manner at work. Serious misconduct and/or criminal offences committed during or outside of working hours which bring them or the school into disrepute may be the subject of disciplinary action which could lead to dismissal.

52. It is essential that employees inform the headteacher of any regulatory body investigation, police investigation, charge, caution, reprimand, fine or conviction immediately. All such disclosures will be handled in confidence but this may result in a suspension from duties while an investigation takes place.

### **Social Contact**

53. Staff should not establish, or seek to establish, social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.
54. Staff should not give their personal details such as home/mobile 'phone number, home or e-mail address to pupils unless the need to do so is agreed with senior management.
55. Internal e-mail systems should only be used in accordance with school policy.
56. *This means that adults should:*
- Always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme
  - Advise senior management of any regular social contact they have with a pupil which may give rise to concern
  - Report and record any situation, which they feel might compromise the school or their own professional standing
  - Not communicate with pupils via social media such as Facebook, Twitter or via text messages.

### **Physical Contact**

57. There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.
58. A 'no touch' approach is impractical for most staff and in some circumstances it is inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.
59. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.



60. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.
61. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible and discussed without delay with the head teacher. If appropriate, a copy will be placed on the child's file.
62. Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with a physical disability). Any such contact should be the subject of an agreed and open school policy and subject to review.
63. Where feasible, members of staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and - so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary.
64. Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to members of staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances members of staff should deter the child sensitively by helping them to understand the importance of personal boundaries.
65. The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special educational needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied, and open to scrutiny.
66. This means that adults should:
  - Be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
  - Never touch a child in a way which may be considered indecent
  - Always be prepared to explain actions and accept that all physical contact be open to scrutiny
  - Never indulge in horseplay, tickling or fun fights.

It means that the school:

- Has a system in place for recording low level and serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior leaders
- Provides members of staff, on a 'need to know' basis, with relevant information about vulnerable pupils in their care

## Changing

67. Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.
68. Members of staff, therefore, need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.
69. This means that adults should:
- Avoid any physical contact when children are in a state of undress
  - Avoid any visually intrusive behaviour
  - Ensure that pupils from Year 3 upwards change separately for PE and other activities.
70. It means that adults should not:
- Change in the same place as children
  - Shower with children
  - Use child designated toilets.

## Pupils in Distress

71. There will be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.
72. Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek advice from a senior manager.
73. This means that adults should:
- Consider the way in which they offer comfort to a distressed pupil
  - Record or report to a member of the senior leadership team situations which may give rise to a concern.

## Behaviour Management

74. All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools.
75. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of appropriate humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.

76. This means that adults should:

- Not use force as a form of punishment
- Try to defuse situations
- Keep parents informed of any sanctions
- Adhere to the school's 'Behaviour Policy'

### **Care, Control and Physical Interventions**

77. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline.

78. Staff should have regard to the health and safety of themselves and others.

79. Members of staff must have regard to current DfE guidance.

80. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

81. In all cases where physical intervention is deemed necessary, the incident and subsequent actions must be documented and reported.

82. This means that the school should:

- Regularly acquaint members of staff with relevant school policy and DfE guidance
- Ensure that members of staff are provided with appropriate training.

This means that adults should:

- Adhere to the school's physical intervention policy
- Always seek to defuse situations
- Always use minimum force for the shortest period necessary
- Wherever possible, call trained staff to assist when restraint is the only option.

### **One to One Situations**

83. Staff working in one-to-one situations with children and young people may be more vulnerable to allegations.

84. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

85. Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent and the head teacher or other senior colleague with delegated authority.

86. This means that adults should:

- Avoid meetings with pupils in remote, secluded areas of school
- Ensure there is visual access and/or an open door in one to one situations
- Where possible, inform other staff of the meeting beforehand, assessing the need to have them present or close by
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- Always report any situation where a child becomes distressed or angry to a senior colleague
- Consider the needs and circumstances of the child/children involved
- If any child is distressed or angry, the class teacher will keep an appropriate log of events. This will be discussed with the head teacher
- Any Child Protection comments should be communicated without delay to the Designated Safeguarding Lead (DSL) (or deputy DSL in her absence) using the school's recording arrangements).

### **Transporting Children**

87. In certain situations e.g. out of school activities, staff or volunteers may agree to transport children.

88. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

89. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

90. Members of staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements.

91. Members of staff should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

92. This means that adults should:

- Plan and agree arrangements with all parties in advance
- Be suitably cleared to act as a driver (i.e. DBS checked)
- Ensure that they are alone with a child for the minimum time possible
- Be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer
- Report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures

- Ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety take into account any specific needs that the child may have
- Booster seats should always be used for children under 1.35 m (check current regulations). These pupils should travel in the rear seats.

### **Educational Visits and After School Clubs**

93. Members of staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.
94. During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, members of staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.
95. Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip. Under no circumstances should alcohol be consumed while supervising children on a residential trip.
96. Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.
97. Members of staff must be aware of and follow any specific guidance.
98. This means that adults should:
- Always have another adult present in out of school activities, unless otherwise agreed with senior staff in school
  - Undertake risk assessments
  - Have parental consent to the activity
  - Ensure that their behaviour remains professional at all times.
  - There should always be a second adult on the premises when school clubs are taking place.

### **First Aid and Administration of Medication**

99. See related policy

### **Intimate Care**

100. All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing).

101. A care plan is drawn up and agreed with parents for all children who require intimate care on a regular basis.
102. Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. A lone supervising adult can oversee this at a distance, e.g. outside a toilet cubicle.
103. When active assistance is required, staff should ensure that another appropriate adult is in the immediate vicinity and is aware of the task to be undertaken.
104. Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child.
105. As with all arrangements for intimate care needs, agreements between the child, their parents/carers and the school must be negotiated, agreed and recorded.
106. In addition, the views and/or emotional responses of children with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.
107. This means that adults should:
  - Adhere to the school's intimate care guidelines
  - Make other staff aware of the task being undertaken (in the Foundation Stage class single adult support for intimate care may be appropriate in our school. For children with ongoing needs this will be set out in the Intimate Care Policy)
  - Explain to the child what is happening
  - Consult with colleagues where any variation from agreed procedure/care plan is necessary
  - Record the justification for any variations to the agreed procedure/care plan and share this information with parents

## **The Curriculum**

108. Various areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive or controversial nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.
109. The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature.

110. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.
111. Care should also be taken to abide by the governing body's required policy on sex and relationships education and the wishes of parents.
112. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum) and also RE.
113. This means that adults should:
- Have clear written lesson plans.
  - Share the content with parents before delivering it
114. *It means that adults should not:*
- Enter into or encourage inappropriate or offensive discussion about sexual activity
  - Give their views on religious matters

### **Photography and Video**

115. Various school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.
116. Members of staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or grooming purposes.
117. Careful consideration should be given as to how these activities are organised and undertaken.
118. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.
119. Children who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment. Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.
120. Using images of children for publicity purposes will require the age -appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.
121. In publicity the following guidance should be followed:
- if a photograph is used, avoid naming the pupil

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- if a pupil is named, avoid using his/her photograph
- images must be securely stored and used only by authorised personnel.

122. This means that adults should:

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- Ensure that a senior member of staff is aware that the photography/ image equipment is being used and for what purpose.
- Ensure that all images are available for scrutiny
- Be able to justify images of children in their possession
- Avoid making images in one-to-one situations

123. This means that adults should not:

- Take, display or distribute images of children unless they have consent to do so. They can only do so using school owned technology.

### **Use of Technology**

124. All staff must follow the school's policy on e-Safety in both their personal and professional use of technology.

### **Sharing Concerns and Recording Incidents**

125. All staff should be aware of the school's child protection procedures, including procedures for dealing with allegations against staff.

126. Members of staff who are the subject of allegations are advised to contact their professional association.

127. In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent or carer may avoid any misunderstanding.

128. Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action taken.

129. Any acts where members of staff feel intimidated or threatened should be reported to the head teacher.

130. This means that adults:

- Should be familiar with the school system for recording concerns
- Should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace.



131. It means that the school:

- Should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in school or the workplace.

### **Professional Judgements**

132. This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable.

133. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists.

134. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

135. This means that where no specific guidance exists staff must:

- a. Discuss the circumstances that informed their action, or their proposed action, with the head teacher. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- b. Always discuss any misunderstanding, accidents or threats with a senior colleague, usually the head teacher
- c. Always record discussions (e.g. on CPOMS) and the actions taken, with their justification.

### **Are there any exemptions?**

136. No, however some parts of the code of conduct will have more of an effect on senior, managerial and professional staff than others.

137. Many employees are responsible under their own professional codes of conduct. In cases where professional codes of conduct appear to conflict with the school's own code advice should be obtained from the headteacher.

### **Headteacher responsibilities:**

138. Provide additional advice and guidance on any points within the code of conduct.

139. Signpost employees to relevant policies, documents and guidelines.

### **Further advice and information**

140. The school may also operate a number of policies and schemes relating to conduct at work which employees are required to follow these include:

- Safeguarding and Child Protection Policy
- Staff Behaviour Policy
- Disciplinary procedure
- Grievance Policy
- Personal use of social media policy
- Computer (IT) Security Policy and/or E-mail/Internet Use Code of Practice
- Relatives, relationships and related matters policy
- Whistleblowing Policy
- A full list of policies can be requested from the school office.

For further information or clarification employees should speak to the headteacher.

### Frequently asked questions

- **What should an employee do if they know that someone is breaching this code of conduct?**

Often it is those closest to an organisation who realise that there is something wrong. Sometimes people are reluctant to act upon their concerns because they think that they are being disloyal, or because they are afraid that they might be victimised if they speak up.

Members of staff are expected to raise any Low Level Concerns with the Headteacher and to record these on the relevant form. Where they do not feel able to share concerns directly, the school has in place a whistleblowing policy to enable employees to raise concerns in an appropriate manner and to ensure that they do not suffer any detriment as a result of doing so.

- **Can an employee's partner's business tender for a contract?**

The code of conduct does not preclude anyone from having the opportunity to tender for business. However, the process must be, and be seen to be, fair open and transparent. To this end, employees would need to make the headteacher aware of their interest, take no part in the tendering process and ensure that they do not pass on any information which would give that business any advantage in the process.

- **Can an employee's relative apply for a job in the school?**

Yes. They can apply and would be considered on the basis of their suitability for the role. They should declare their relationship on the appropriate section of the application form.

If the employee is involved in recruiting for the role they should not be involved in any stage of the appointment and should disclose the relationship as soon as they are aware that their relative or close personal friend is applying for the role so that someone else can be assigned to the appointments process.

- **Can an employee take an evening job?**

All teachers and support staff should inform their headteacher prior to taking on any additional work.

In all circumstances employees must remember:

- They should not do work which is in direct competition with the school;
- The work they are doing should not bring the school into disrepute;
- They may not act as a “go-between” between the school and the other business;
- They must not undertake other work when they are on duty for the school, including during standby or call out duties unless the work can be undertaken from home;
- That they are responsible for ensuring they get enough rest and do not exceed working time regulations.

- **What if a pupil buys an employee a box of chocolates – should they accept them?**

Generally gifts which are of low value (under £25) can be accepted. Employees should seek guidance from the headteacher if they receive gifts above this value.

- **Can employees accept discounts because they work for the school?**

Any other discount offered should be treated in the same way as gifts and hospitality and generally should not be accepted.

- **Can employees campaign for a political party outside of work?**

Employees may campaign on behalf of a political party however, when engaged on school business they must remain politically neutral and not allow their personal or political views to interfere with their duties.

- **What types of interests should be declared?**

An interest is anything which could cause a reasonable member of the public, knowing all facts, to think that an employee might be influenced when making a decision in the course of their work.

Interests could include:

- Land or property ownership
- Relationships with people involved
- Acting as a school governor for another school
- Involvement with an organisation or pressure group which may oppose a school policy

Individuals are free to take part in activities organised and authorised by the Trade Unions without declaring an interest.

- **Can an employee make a comment to the press if they are approached for example, as a union member on a picket line?**

In these circumstances the employee should direct the press to the correct contact. If an employee does make a comment to the press, whilst in their role as a member of a union, they will need to consider any potential conflict of interest or impact on their work role with the school and the school's reputation.

- **Can an employee use the school photocopier to make personal copies?**

Employees should get authorisation from the headteacher before using any work facilities for personal use.

- **What should an employee do if the code of conduct doesn't cover their specific situation?**

In the first instance seek advice from the headteacher.