

Employee Code of Conduct

Fairmead School

Applicable to: All Fairmead School employees, governors and volunteers



Wellbeing Statement: At Fairmead School we take a holistic approach to the wellbeing of our young people and staff. All policies are written with this in mind and consider the physical and mental wellbeing of our young people, staff and our school community.

Signed by: Mrs T Felstead

Date: 14th July 2026

Next review: July 2028

1. Aims and Scope

This Code of Conduct is designed to give clear guidance on the standards of behaviour all employees, governors and volunteers are expected to observe. **Please note that through the course of this document the use of the word ‘employee’ incorporates employees, governors and volunteer staff.** The school should notify employees of this code and the expectations therein. Employees are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the young people within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside of working hours.

Fairmead School’s Employee Code of Conduct will be shared with all employees as part of their induction programme. Thereafter, all employees will be expected to revisit the Code of Conduct on an annual basis, along with other school policies, including our Safeguarding and Child Protection policy, and our Health and Safety policy. This will normally take place on the first day of each academic year. Each year, employees are required to sign to declare they have read and agree to abide to the contents of these policies. The contents of which serve to safeguard young people and employees.

Please note that this Employee Code of Conduct is not exhaustive. If situations arise that are not covered within this document, employees will use their professional judgement and act in the best interest of the school and its young people.

This Employee Code of Conduct is in line with the statutory safeguarding guidance ‘Keeping Children Safe in Education’ and covers acceptable use of technologies, employee/young people relationships and communications, including the use of social media. This document also complies with our Funding Agreement and Articles of Association.

This Employee Code of Conduct applies to all employees regardless of their role within the school or their length of service, including those who are in their probationary period. It also applies to agency workers and self-employed contractors. Although, unlike employees, their breaches of the Code of Conduct will not be managed through our disciplinary procedure.

As recognisable figures in the local community, the behaviour and conduct of school employees outside of work can impact on their employment. Conduct outside of work may be treated as a disciplinary matter if it is detrimental to the individual’s employment (see section 12 for more information).

The Employee Code of Conduct should be read in conjunction with further reading and associated policies listed throughout this document, including the seven principles of Public Life, known as the Nolan Principles.

<https://www.gov.uk/government/publications/the-7-principles-of-public-life>

2. Underpinning Principles.

The following principles inform our Employee Code of Conduct:

- a. The welfare of the young person is paramount.
- b. Employees should understand their responsibilities to safeguard and promote the welfare of young people.
- c. Employees are responsible for their own actions and behaviour. They should avoid any conduct which would lead to others questioning their motives and intentions.
- d. Employees should work, and be seen to work, in an open and transparent way.
- e. Employees should acknowledge that deliberately invented/malicious allegations by young people are extremely rare. However, all concerns should be reported to the Headteacher and recorded.
- f. Employees should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
- g. Employees should apply the same professional standards regardless of age, sex, gender, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation.

- h. Employees must not consume or be under the influence of alcohol or any substance, including prescribed medication (medication which may affect their ability to care for young people), during working hours.
- i. We expect employees to avoid any personal, financial or other interests that might hinder their capability or willingness to perform their job duties. Employees should declare any personal interest that could bring about conflict with the school's interests. Employees must declare to their Headteacher any financial interests or non-financial interests which could be perceived to conflict with their role within the school.
- j. Employees should be aware that breaches of the law and other professional guidelines could result in: disciplinary action being taken against them; criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity; or for acts of serious misconduct, prohibition from teaching by the Teacher Regulation Agency (TRA). Employees are required to notify their Headteacher immediately regarding any circumstances that may impact their employment and/or their Disclosure and Barring Service (DBS) status. Employees are required to inform the Headteacher as soon as practically possible, if arrested or the subject of a police investigation or receive any conviction, caution or reprimand. The Headteacher and/or business manager must also be informed of other relevant changes such as, change to home address or personal circumstances.
- k. Employees and managers should continually monitor and review practice to ensure this guidance is followed.
- l. Employees should be aware of and understand, the statutory frameworks in which they must act; their establishment's safeguarding and child protection policy; arrangements for managing allegations against staff; whistleblowing procedure and their Local Safeguarding Children Board LSCB (or equivalent) procedures.
- m. Teaching staff must have regard for the Teachers Standards. Part Two of the standards are included as an appendix (appendix 4) to this document.
- n. Existing employees should declare to the Headteacher if they are closely related to any other employees. This is especially important where:
 - both parties are required to co-operate over work matters
 - one is line managing or seen to have influence over a judgement during the course of their duties which affects the other
 - there is a line management relationship
 - a change in role, promotion or transfer means that any of the above will happen.
- o. Existing employees should declare to the Headteacher if they are closely related to any young person or their families, or if they are known outside of school to young people and their families in any other capacity.

3. Setting an Example – General Obligations.

All employees need to lead by example in their behaviour and their personal conduct and be role models for our young people. Employees will:

- a. Always avoid using inappropriate or offensive language.
- b. maintain high standards in their attendance and punctuality.
- c. behave appropriately, demonstrating the highest standards of conduct and encouraging our young people to do the same.
- d. show tolerance and respect for the rights of others.
- e. not undermine the fundamental British Values of democracy, rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- f. not express personal beliefs in a way that will influence young people and exploit young people's vulnerability or might lead them to break the law.
- g. avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- h. not smoke and / or vape on school premises (See 'No Smoking Policy').
- i. dress in a professional, appropriate manner. Outfits will not be overly revealing, and clothes will not display any offensive or political slogans. (See section 16: Dress and Appearance).
- j. be encouraged to look after their physical and mental wellbeing. This includes maintaining a healthy work-life balance.

4. Safeguarding Young People

- a. All employees are responsible for safeguarding young people and promoting their welfare. This means that employees are required to take action to protect young people from maltreatment, prevent impairment of young people's health or development, and ensure that young people grow up in circumstances consistent with the provision of safe and effective care. This will enable all young people to have the best outcomes.
- b. All employees should be prepared to identify young people who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a young person's life, from the foundation years through to the teenage years.
- c. All employees must be aware of the signs of abuse and neglect and know what action to take if these are identified. To do this, employees must have fully read and understood our safeguarding policies, be aware of our systems for keeping young people safe and always follow the guidance in these policies (copies of these are available on the website).
- d. All employees must cooperate with their colleagues and with external agencies where necessary.
- e. The duty to safeguard includes the duty to report concerns about a young person to the school's Designated Safeguarding Lead.
- f. This duty further extends to the sharing of any 'low-level' concern. Employees should report low-level concerns promptly so that they can be addressed appropriately. Further information can be found in the 'Low-Level Concerns Policy'.
- g. Employees must not demean or undermine young people, their parents or carers, or colleagues.
- f. Employees must take the upmost care of young people under their supervision with the aim of ensuring their safety and welfare.

h. Low-level concerns about members of staff

A low-level concern is behaviour towards a child by a member of staff that does not meet the harm threshold, but is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:

- Being over-friendly with children
- Having favourites
- Taking photographs of children on a personal device
- Engaging in 1-to-1 activities where they can't easily be seen
- Humiliating young people

Low-level concerns can include inappropriate conduct inside and outside of work.

All staff should share any low-level concerns they have using the reporting procedures set out in our child protection and safeguarding policy (confide). We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

All reports will be handled in a responsive, sensitive and proportionate way.

Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

This creates and embeds a culture of openness, trust and transparency in which our school values and expected

behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse.

Reporting and responding to low-level concerns is covered in more detail in our Low Level Concerns policy.

i. Whistle Blowing

Whistle-blowing reports wrongdoing that it is “in the public interest”. Examples linked to safeguarding include:

- Young people’s or staff members’ health and safety being put in danger
- Failure to comply with a legal obligation or statutory requirement
- Attempts to cover up the above, or any other wrongdoing in the public interest

Staff are encouraged to report suspected wrongdoing as soon as possible. Their concerns will be taken seriously and investigated, and their confidentiality will be respected. The school aims to encourage openness and will support whistleblowers who raise genuine concerns under this policy, even if they turn out to be mistaken.

Staff should consider the examples above when deciding whether their concern is of a whistle-blowing nature. Consider whether the incident(s) was illegal, breached statutory or school procedures, put people in danger or was an attempt to cover any such activity up.

Staff should report their concern to the Headteacher/Head of School. If the concern is about the Headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing board.

Concerns should be made in writing wherever possible. They should include names of those committing wrongdoings, dates, places and as much evidence and context as possible. Staff raising a concern should also include details of any personal interest in the matter. The school will investigate any complaints in a timely, respectful and confidential manner.

For our school’s detailed whistle-blowing process, please refer to our whistle-blowing policy.

If you have concerns about a member of staff outside of the workplace; this may include domestic violence/abuse, drugs, relationships etc, please speak to the Headteacher/Head of School.

5. Sexual harassment

Sexual harassment is any unwanted physical, verbal or non-verbal conduct of a sexual nature that has a purpose or effect of violating a person’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. It also includes treating someone less favourably because they’ve submitted or refused to submit to unwanted conduct of a sexual nature in the past, or harassment related to sex or gender reassignment.

When this behaviour is unwanted, it includes (but isn’t limited to):

- Unwanted physical conduct or ‘horseplay’ including touching, pinching, pushing and grabbing
- Continued suggestions for sexual activity after it has been made clear that such suggestions are unwelcome
- Sending or displaying material that is pornographic, or that some people might find offensive
- Unwelcome sexual advances or suggestive behaviour (which the harasser may perceive as harmless)
- Offensive emails, text messages or social media content
- Comments and jokes of a sexual nature
- Sexually suggestive looks and staring
- Sexual propositions and advances
- Promising things in return for sexual favours
- Physical contact such as massaging, hugging or kissing
- Sexual contact on social media

Staff will help create a positive environment that works to prevent sexual harassment. This includes calling out sexual harassment that they witness. All witnesses will be provided with appropriate support and will be protected from victimisation.

If a staff member is concerned at any point about incidents of sexual harassment (either directed at them or someone

else), they should report their concern to the Headteacher/Head of School. If the concern is about the Headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing board. The school will investigate any complaints in a timely, respectful and confidential manner.

All staff will receive training on recognising and responding to incidents of sexual harassment. The school will monitor the treatment and outcomes of any complaints of sexual harassment or victimisation received to make sure that they are properly investigated and resolved, those who report or act as witnesses are not victimised, repeat offenders are dealt with appropriately, cultural clashes are identified and resolved and workforce training is targeted where needed.

6. Young people's development.

Employees must comply with school policies and procedures that support the well-being and development of young people. Employees must cooperate and collaborate with colleagues and with external agencies where necessary to support the development of young people. Employees must follow reasonable instructions that support the development of young people.

7. Professional boundaries and relationships.

a. Employees of our school are in a position of trust in relation to our young people which means that the relationship between an employee and a young person is NOT one of equals. It is a specific offence for a person aged 18 or over (e.g. teacher, youth worker) 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.

b. Employees must ensure that they avoid behaviour which might be misinterpreted by others. This includes any type of communication that they may have with young people.

c. Employees must not make sexual remarks to any young person or discuss their own sexual relationships with, or in the presence of young people. Employees must not discuss a young person's sexual relationships in inappropriate settings or contexts. Any sexual behaviour by an employee towards any young person is unacceptable and illegal.

d. Employees must ensure that professional boundaries are maintained at all times. This means that employees should not show favouritism to any young person and should not allow young people to engage in any type of behaviour that could be seen to be inappropriate. Young people are not employees' friends and should not be treated as such.

e. Employees should be aware that it is common for young people to become strongly attached to and, sometimes, attracted to an employee or to develop an infatuation. If any employee becomes aware of an attachment and/or an infatuation, they should discuss it with Headteacher immediately so that they can receive support on the most appropriate way to manage the situation.

f. For employees who are in a relationship with a colleague, parent or carer, or any other person associated with the school, we expect that they identify this to the Headteacher and ensure that this does not create a conflict of interest or affect their professional judgement or responsibilities in any way. Where an employee has managerial authority over another employee with whom they are in a close personal relationship, the school reserves the right to transfer one or both employees to another role/team following appropriate consultation with both employees to seek agreement to the transfer.

g. Employees will observe proper boundaries with young people that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

h. Personal contact details should not be exchanged between employees and young people. This includes social media profiles.

- i. If an employee is concerned at any point that an interaction between themselves and a young person may be misinterpreted, this should be reported to the Headteacher.

8. Confidentiality.

- a. During the course of their role, members of employees are often privy to sensitive and confidential information about the school, employees, young people and their parents/carers. This information will never be:
- Disclosed to anyone without the relevant authority,
 - Used to humiliate, embarrass or blackmail others,
 - Used for a purpose other than what it was collected and intended for,
 - Employees should never use this information for their personal advantage.
- b. All employees may at some point witness actions which need to be confidential for example, where a young person is bullied by another young person (or by an employee). Such incidents need to be reported and dealt with in accordance with the appropriate school procedure. They must not be discussed outside the school or with colleagues in the school, except with a senior member with the appropriate role and authority to deal with the matter.
- c. However, employees have an obligation to share with their manager or the school's Designated Safeguarding Lead, any information which gives rise to concern about the safety or welfare of a young person. Employees must never promise a young person that they will not act on information that they are told by the young person.

9. Confidentiality and Data Protection.

- a. If an employee is ever in doubt about what information can or cannot be disclosed they should speak to their line manager and if any doubt remains the line manager should contact the schools data protection officer (N Barratt)
- b. We will comply with the requirements of Data Protection Legislation (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018). Employees are expected to comply with the schools' systems as set out in our Data Protection Policy. If any employee becomes aware that data is at risk of compromise or loss, or has been compromised or lost they must report it immediately to the Data Protection Officer, in order (where applicable) for relevant breaches to be reported to the Information Commissioners Office within 72 hours.
- c. Employees must read and understand our Data Protection Policy and other relevant policies including in relation to criminal records information, recruitment and safer recruitment, internet, email and communications, information security, copies of which are on the school website.
- d. Employees should not discuss school matters with the press or public or disclose information or documents on school business. Employees must not speak, write or give interviews to the media and, if approached by the media, should offer no comment and refer the enquiry to the Headteacher.

10. Physical Contact with Young People.

- a. There are occasions when it is entirely appropriate and proper for employees to have physical contact with young people. Employees must ensure that they only do so in ways that are appropriate to their professional role and in response to the young people's needs at the time. This should be of limited duration and appropriate to the age, stage of development, gender and background of the young person. Employees should always be able to explain why they have made physical contact with a young person. Employees should ensure that they have read and understood the school's Relationship policy.

b. There may also be occasions where a young person is in distress and needs comfort and reassurance which may include age-appropriate physical contact. If an employee is in this position, then they should consider the way in which they offer comfort, ensuring that it is not open to misinterpretation and is always reported to the school Designated Safeguarding Lead.

c. Employees may legally physically intervene with young people to prevent them from committing a crime, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Physical force should never be used as a form of punishment and any use of force must be reasonable and proportionate.

d. Sexual contact, including grooming patterns of behaviour, with young people is unlawful and unacceptable in all circumstances.

11. Social Contact with Young People / Parents/carers

a. Employees should not establish or seek to establish social contact, via any channels (including social media), with young people for the purposes of securing a friendship or to pursue or strengthen a relationship. Employees should use their work provided equipment only for communicating electronically with young people. There should not be any circumstances in which an employee has had to provide their personal contact details, including phone numbers, email address etc, to any young person – but if this happens then they should report this to the Headteacher.

b. Employees must not connect to young people or their families via social media or via any other communication channels unless this is for professional purposes and that the employee can demonstrate that this is the case.

c. Our school is part of our community and we recognise that, as members of the community, employees will encounter young people outside of the school. We expect employees to use their professional judgement in such situations and to report to the Headteacher any contact that they have had with a young person, outside of school, that they are concerned about or that could be misinterpreted by others.

d. Employees should also read and understand our Mobile Devices policy.

e. Employees should inform the Headteacher of any social relationships (including social media) of any parents or carers of young people currently at the school.

12. Honesty and Integrity.

a. Employees must maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

b. All employees must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure.

c. Gifts from suppliers or associates of the school must be declared to the Headteacher or to the Chair of Governors if the Headteacher is the recipient, with the exception of “one off” token gifts (with a value of less than £20) from young people or parents/carers. Personal gifts from individual employees to young people are inappropriate and could be misinterpreted. (See Appendix 1).

d. Employees will ensure that all information given to the school about their qualifications and professional experience is correct.

e. Requests for any information to support parents/carers applications (e.g. DLA, PIP, Blue Badge, housing etc) must be agreed by the Headteacher or safeguarding team before returning to them.

f. Requests for any information from external agencies (e.g. NHS, social workers, FIS) must be agreed by the

Headteacher or safeguarding team before returning to them.

g. All conversations with parents / carers should be recorded on the appropriate platform/software.

13. Conduct Outside of Work and at Work Related Functions

a. Employees must not behave in a way outside work (including digital/social media platforms) that may impact on their suitability to work with children and/or that could seriously damage the reputation and standing of the school. This could also include behaviours that effect the employee's own reputation, including the reputation of other members of the school community. These may include behaviours which do not directly involve a child/children. Should we become aware of any such incident or behaviour, we may treat the issue as a safeguarding matter and manage it in accordance with the Keeping Children Safe in Education statutory guidance document.

Employees should be aware that any behaviour that we consider may impact on an employee's suitability to work with children will be addressed under our disciplinary procedure and may lead to a referral to the Local Authority Designated Officer (LADO), Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (where appropriate). Any such conduct could lead to dismissal.

b. This covers negative comments about the school community on social media, including comments made post-employment.

c. Never commit a crime away from work which could damage public confidence in the employee or the school, or which makes them unsuitable for the work they do. This includes, for example:

- submitting false or fraudulent claims to public bodies (for example, income support, housing or other benefit claims)
- breaching copyright on computer software or published documents
- sexual offences which will render them unfit to work with children or vulnerable adults
 - criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct and are likely to be regarded as unacceptable to work with young people
- crimes of dishonesty which render them unfit to hold a position of trust.

d. Employees shall not work for anyone else while they are employed by the school without the prior written consent of the Headteacher which shall not be unreasonably withheld. (appendix 3. additional paid and unpaid (volunteer) employment agreement)

e. All employees must declare any business interests outside of school that may be connected either to the supply of goods/services to the school and its schools or be rewarded through association with these schools.

f. Employees are required to demonstrate responsible behaviour at work-related functions and work-related social events that take place outside normal work hours and to act in a way that will not have a detrimental effect on our reputation.

g. Write and tell the Headteacher (or Chair of Governors if they are the Headteacher) immediately if they are questioned by the police, charged with, or convicted of, any crime whilst they are employed at the school (this includes outside of their working hours). The Headteacher and/or governors will then need to consult with HR / Local Authority Designated Officer (LADO) and consider whether this charge or conviction damages public confidence in the school or makes the employee unsuitable to carry out their duties.

We therefore expect employees to make us aware immediately of any such situations that have happened outside of the school.

14. Photographs, videos and other images/media

Many educational activities involve recording images. These may be undertaken or displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should employees use their personal equipment to take images of young people at or on behalf of the school.

15. Working one to one with young people

There will be times where an employee is working one to one with a young person and this is acceptable. Employees need to understand that this means that they may be more vulnerable to allegations being made against them. Therefore, it is important that employees:

- Avoid meeting on a one-to-one basis in secluded areas of the school
- Ensure that the door to the room is open or that there is visual access into the room
- Inform a colleague or line manager of the meeting, preferably beforehand
- Reports to their line manager if the young person becomes distressed or angry
- Ensure you have access to a school walkie talkie

16. Curriculum

Through the RSHE (Relationship Sex and Health Education) and Science curriculum, young people are taught Sex Education. Lessons will include anatomical teaching materials, vocabulary and images. There may also be discussions of a sexual, political or sensitive nature. There is clear guidance within our RSHE policy that supports employees to handle complex issues and to manage difficult/ inappropriate questions appropriately. Within the policy, there are ground-rules for teaching subject matter professionally and sensitively. Employees must not engage in discussions about their personal lives with young people.

There may be incidences when sensitive/personal conversations or questions arise across the wider curriculum or during unstructured times of the day. Employees are directed to the guidance within the RSHE policy when responding to these.

17. Dress and appearance

How employees physically present themselves in school is important. Our employees are role models to our young people and need to lead by example. Employees safety is important. We aim to minimise physical risks to employees and young people through our appropriate dress code.

Our expectation is that employees are always decently, appropriately, safely and professionally dressed for the task they undertake. Those who dress in a manner which could be considered inappropriate could render themselves vulnerable to criticism or allegations.

This means adults should wear clothing that conforms to the following points:

- Promotes a positive and professional image – Smart casual; no jeans, hoodies, jeggings, strappy tops or maxi dresses.
- Dark black (not faded or ripped) jeans are acceptable if accompanied with smart tops and footwear.
- Leggings are only acceptable when worn with a minimum mid-thigh length dress skirt or tunic.
- Shorts and dresses should not be above the knee, this includes for PE and sports activities, even in hot weather.
- Clothing that could be viewed as offensive, revealing or sexually provocative. This includes items made of thin material which underwear can be seen through.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is absent of any political or otherwise contentious slogans.

- Is not considered discriminatory.
- For health and safety reasons: if hair can be tied back, it must always be tied back when working with the young people.
- We advise jewellery to be kept to a minimum i.e. a simple stud. (No ear or nose rings.) Should you wear a piercing bar or any other type of jewellery that can be pulled or caught the school accept no liability. We advise that jewellery such as rings and bracelets are removed or flush with the skin before working with the young people.
- To minimise the risk of injury to young people, nails must be of a sensible length. If they are viewed as being too long by the management team, you will be asked to cut them to a suitable length. The wearing of false nails is discouraged by the school.
- If you are engaging in physical activity (such as PE and Forest School) in the school, appropriate clothing for the activities must be worn, including footwear. If you wish to wear a branded item, we insist that the logo and/or wording is discrete (sized no bigger than a credit card) and is in line with the dress expectations we have of our young people.
- Appropriate footwear must always be worn, especially for PE. Smart closed-back sandals are allowed during summer months. However, the school except no liability for injury or damage to feet. Flip-flops and 'Croc' style shoes are not deemed appropriate.

If an employee is unsure whether an item of clothing is inappropriate, then they should not wear it to work.

Employees can always speak to their line manager if they are unsure. Where we identify that an employee is wearing clothing that we do not find acceptable or in line with the code of conduct, they will be informed and asked to change/ cover up.

18. Attendance at Work

This guidance is to be read in conjunction with our staff sickness absence management policy and staff leave of absence policy.

- Good time keeping and reliability is imperative when working at Fairmead School. You must arrive and be ready to work at your start time. You must job in and out during your time in school. This is to clock your working hours, but also to inform us you are on site if there is an emergency.
- Reporting your absence – If you are unable to attend work, please call the school's absence line (07840 953014) between 7.00am and 7.45am to report your absence. You must notify the school every day you are absent unless you have provided a GP FitNote. Please note that you are required to make the call yourself; calls from third parties will only be accepted in emergency situations.
- Longer absences - You must provide a GP note dated from day 8 of a continuous absence which is accountable across both working and non-working days. These notes must continue covering all days of your continued absence up the point of your return.
- For those staff who have been absent for 5 days or more, there will be a return-to-work check-in prior to the start of your working day (call in to see the Business Manager, before you start work).
- Where applicable we will advise you if the current level of your absences is approaching or has reached the need for an absence review meeting.
- Planned absences – term time only, you must complete a request on Bromcom, giving as much notice as possible.

- Unplanned absences – on the day you return you must complete and return a retrospective request form (school office) to Mrs Berryman.
- All other staff absence (excluding sickness) – we monitor this absence and measure this against a 12-month rolling program. The school business manager will inform you when it reaches more than 3 unpaid absences over the 12-month rolling program. You could be asked to meet to discuss this further.
- The Bradford Score is used to monitor staff absence.

19. Use of Electronic Technologies and Personal Communication Devices

- a. Employees must exercise caution when using communication technologies and be aware of the risks to themselves and others. Employees must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute.
- b. Employees must not use social media e.g. Facebook with young people or former young people who are under the age of 18.
- c. Employees must only use their school email account or school learning platform account when communicating electronically with colleagues, professional contacts, young people and parents/carers in the line of their professional duties.
- d. Employees must not use personal electronic communication devices such as mobile phones or iPads as cameras in school. Any photographs/video footage must be taken using school equipment. Employees must only save images on school IT hardware/computers.
- e. Employees who are in contact with young people should not use personal mobile phones in school during their directed/paid hours of employment unless there are exceptional circumstances and they have requested and been given explicit permission to do so by the Headteacher. Outside of these times, mobile phones should only be used in areas of the school where young people are not present.
- f. Further information is provided in individual schools' Mobile Phone Policy, Online / E-Safety Policy and Staff ICT Acceptable Use Agreements.

Appendix 1

Specific Guidance regarding Gifts, Hospitality & Entertainment –

What is a gift, hospitality or entertainment?

This includes a gift, hospitality or entertainment, monetary or otherwise and not limited to:

- goods and other items;
- services
- attendance at cultural sporting and other events
- meals, drinks and other hospitality and
- accommodation

Some exceptions do exist, such as items provided at conferences that are provided to all delegates. The following applies if you are offered gifts, hospitality or entertainment:

1. Accept, reject or return the gift and hospitality

As a general principle hospitality or entertainment of any sort should not be accepted and that you should not accept significant personal gifts as defined in paragraph 11.

a) Entertainment – e.g. sports events, theatre tickets – should not be accepted and any exceptions are likely to be rare and will require prior approval by the Headteacher.

b) Hospitality – the school allows for modest hospitality. Where hospitality is accepted this should wherever possible be approved in advance and recorded in the Register of Gifts, Hospitality, and Entertainment.

c) Gifts – gifts should not be accepted except where it is recognised that it is common for parents/carers/young people to give gifts to school employees as a sign of appreciation. Items of value considered for the purposes of the guidance to be of less than £50 individual/£100 collective estimated retail value, may be accepted and do not need to be recorded in the Register.

d) Collective gifts presented by colleagues can occur when a person is unwell, reaches a particular milestone, or is leaving the school. In such circumstances the retail value of a gift may exceed the limits defined in this guidance but must be recorded in the Hospitality & Gift Register as a collective gift.

Exceptionally, if returning a gift would cause offence, your manager can arrange for it to be received by the school and passed on to be used for fundraising.

2. Record the item within the Register of Gifts, Hospitality and Entertainment

The school will keep a register of gifts, hospitality and entertainment offered dependent on the values set out above. A pro forma or record of all the required information in an e mail, see Appendix 2 should be submitted to the HR manager.

Appendix 2

Code of Conduct – Record for Register of Gifts, Hospitality & Entertainment

Employee name:

Job Title:

Name of business/person offering gift/hospitality/entertainment:

Gift/hospitality offered	
Reason for the offer (where known)	
Offered by	
Reason for refusal	
Date of offer	
Was the gift/hospitality accepted or refused?	
Business reason for acceptance	
Estimated value	

Line Manager signature:

Date:

Please return to the Business Manager, Fairmead School, Mudford Road, Yeovil, Somerset, BA214NZ or sphipp@fairmeadschool.com.

Appendix 3

Declaration of other paid and unpaid (volunteering) employment

Name:	
Organisation name and address:	
Type of employment:	
Working hours:	
Employment agreement:	
I agree to maintain employee and school confidentiality, in the integrity and professionalism, of Fairmead School and its employees	
I must not engage in activities that may improperly influence judgments or the outcome of a particular matter	
I respect individual's right to privacy and undertaking to keep personal information in confidence. i.e keeping school and home separate when conversing with young people/parent/carer. Not discussing other members of the employee community out of school. Not discussing events in school (whilst adhering to Safeguarding policy)	
When working with young people outside of school. I must follow my organisations safeguarding policy. When directly employed by a parent/carer I will follow the local safeguarding guidance reporting promptly to Somerset Direct (0300 123 224) after this I will inform the school safeguarding team.	
Signature:	
Date:	
Line manager signature:	
Date:	

Appendix 4

Teachers standards



**Department
for Education**

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website:
<https://www.gov.uk/government/publications/teachers-standards>