

# **CEDARS**

## **Short Stay School**

<b>Policy Title</b>	Code of Conduct for Employees
<b>Written By</b>	PC
<b>Review Committee</b>	Full
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<b>Responsible for Day to Day Management</b>	PC

## **Code of Conduct for Employees**

**(Referred to by the Keeping Children Safe 2024  
as a Behaviour Policy)**

## Contents Page

Acknowledgement .....	Page 3
Introduction .....	Page 4
Purpose, Scope and Principles .....	Page 5
Safeguarding Pupils/Students .....	Page 7
Being a Role Model .....	Page 9
Pupil/Student Development .....	Page 9
Honesty and Integrity .....	Page 10
Conduct Outside Work .....	Page 11
Confidentiality .....	Page 12
Disciplinary Action .....	Page 13
Appendix 1 – Aide Memoire for All Staff .....	Page 14
Appendix 2 – Teachers’ Standards .....	Page 15

Appendix 3 – Pecuniary Interest .....	Page 16
Appendix 4 – Register of gifts and hospitality.....	Page 17

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- To the Challenging Needs Group who have modelled this and feel Special School Governing Bodies may feel this is more focused upon their settings.
- SCC Conduct Policy.
- The Friary Conduct Policy.
- NSPCC Briefing on key updates to statutory guidance for schools in England – Keeping Children Safe in Education (2024)
- Keeping Children Safe in Education (2024)
- Working Together to Safeguard Children (2023)
- Teaching Standards for Teachers 2014

## Introduction

Please note this policy **must** be used in conjunction with Keeping Children Safe in Education 2024

- Schools Safeguarding Policy and Procedure
- Whistleblowing
- Financial Regulations for Schools
- PA & Secondary Employment Guidance – January 2015
- On line safety Policy / Acceptable user policy
- Health & Safety Policy
- Data Protection Procedures
- Introduction Disciplinary Policy
- Prevent Duty / Prevention of Radicalisation

All employees have personal and legal responsibilities. These include, treating others with dignity and respect, acting honestly, using public funds and school equipment appropriately, adhering to health and safety guidelines and practising equal opportunities at all times. These expectations are set out below and should be fully observed by all staff at all levels.

This document highlights the principal areas where employees need to be aware of their responsibilities when working in the school and it is a framework for behaviour. Employees should ensure they are familiar with the specific policies that underpin these behaviours through reference to the documents highlighted in the 'Required Reading' throughout the code or available through the staff section of the school website. If these documents are not supplied at induction, the employee should ask the school for copies.

Failure to comply with the code of conduct and with the associated school policies and required reading may result in disciplinary action being taken.

As an employer, the Governing Body is required to set out a Code of Conduct for all school employees.

All staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teaching Standards for Teachers 2014' and in relation to this policy, Section One of the Teachers' Standards - Professional Values and Attributes and the focus upon safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

"Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child".

**All** school and college staff have a responsibility to provide a safe environment in which children can learn.

NB. Research and Serious Case Reviews have repeatedly shown the dangers of staff failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess

concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

**All** school and college staff should be prepared to identify children who may benefit from early help.

It is an 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. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if he/she does not teach the child.

## 1. Purpose, Scope and Principles

- 1.1 Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal.

*[All adults should clearly understand the need to maintain appropriate boundaries in their conduct with pupils] – Working Together to Safeguard Children 2023.*

- 1.2 If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action”.
- 1.3 Opportunity will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- 1.4 A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe, and the school should notify staff of this code and the expectations therein. School staff are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the pupils 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 working hours.
- 1.5 “As part of meeting a child’s needs it is important for governing bodies and proprietors to recognise the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in Chapter One of ‘Working Together to Safeguard Children’ (PDF) and at Information sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers (PDF)”.
- 1.6 “Governing bodies and proprietors recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. They will provide opportunity for staff to contribute to and shape safeguarding arrangements and child protection policy and be in receipt of training which as relevant must be implemented. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletin and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguarding children effectively”.

- 1.7 Safeguarding children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 1.8 **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child.
- 1.9 Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned.
- 1.10 If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. It is a criminal offence to not do this.
- 1.11 **If, a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. Reporting child abuse to your local council directs you to your local children's social care contact number.

## 2. Safeguarding Pupils/Students

All adults who work or volunteer with or on behalf of children and young people are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people.

2.1 Staff have a duty to safeguard pupils/students from:

- Psychological abuse
- Physical abuse
- Sexual abuse
- Financial abuse
- Emotional abuse

2.2 **All** staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

2.3 **All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Upskirting is now a criminal offence.

2.4 **All** staff should be aware of professional organisations best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC

websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites on:

- Bullying including cyberbullying
- Children missing education – and Annex A
- Child missing from home or care
- Child sexual exploitation (CSE) – and Annex A
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – and Annex A
- Forced marriage- and Annex A
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation – and Annex A
- Relationship abuse
- Sexting
- Trafficking

2.5 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student to the school's Designated Safeguarding Lead (DSL) OR the Deputy Safeguarding Leads (DDSL)

Staff must adhere to immediate policy referral in regard to FGM.

2.6 The school's DSL is: Lee McCartney

The school's Deputy DDSL are: Ian Snead, Paul Watts and Jason Hewson  
The schools IT lead is: Marc Wylie SLT

2.7 Staff are provided with personal copies of the school's Safeguarding Policy, including procedures when there are concerns about a colleague's behaviour towards children

and Whistleblowing Procedure and staff must be familiar with these documents. Copies of these are available on the school website and must be read in conjunction with Keeping Children Safe in Education Policy 2024.

- 2.8 Staff must not demean, insult or undermine pupils, their parents or carers, or colleagues.
- 2.9 Staff must take the upmost care of pupils/students under their supervision with the aim of ensuring their safety and welfare.
- 2.10 Staff must not use their mobile phone as a camera in school. Any photograph/video must be taken using school equipment. Staff must only save images on school computers/laptops/tablet. Only use school mobiles whilst out on trips.
- 2.11 Staff who have contact with pupils should not use their mobile phones in school during their directed hours / paid hours of employment (requests to be exempt for personal reasons must be made to a member of the Senior Leadership Team). Outside of these times, mobile phones should only be used in areas of the school where pupils are not present or in designated areas. For Early Years Settings, please note there is additional guidance.  
If staff do have agreed legitimate contact with Young people on phones / lap tops they should be on school equipment not personal phones using the school e mail / phone numbers.
- 2.12 Staff must not use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.

### **3. Being a Role Model**

- 3.1 This Code helps all staff to understand what behaviour is and is not acceptable. All staff will be appointed at Cedars SSS following the Safer Recruitment procedures.
- 3.2 All staff must demonstrate the highest standards of conduct in order to encourage our pupils/students to do the same. Cedars is a no smoking site. Staff must 'step away' from any escalating situation and report to SLT immediately.
- 3.3 All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 3.4 All staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must not use inappropriate, derogatory or offensive language at any time.
- 3.5 All employees are expected to treat other colleagues, pupils and external contacts, such as parents, with dignity and respect.
- 3.6 Unacceptable behaviour such as discrimination, bullying, harassment or intimidation will not be tolerated in schools. This includes physical and verbal abuse and use of inappropriate language or unprofessional behaviour with colleagues, partners, pupils and parents.
- 3.7 Adults should dress in ways, which are appropriate to their role, and this may need to be different to how they dress when not at work and to ensure they are dressed



appropriately for the tasks and the work they undertake. Adults who work with children and young people should ensure they take care to ensure they are dressed appropriately for the tasks and the work they undertake.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or disciplinary action.

This means that adults should wear clothing which:

- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory and is culturally sensitive

**N.B.:** CEDARS encourages all staff to dress casually smart but DOES NOT ENCOURAGE STAFF TO WEAR TIES OR SCARVES DUE TO H&S and PROACT SCIP measures for keeping safe. STAFF NEED TO DRESS WITH SCIP IN MIND – footwear; jewellery, scarves, keys with manufactured break always in them; etc. (Please refer to CEDARS SCIP policy and the annual refresher.)

#### **4. Use of reasonable force**

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. All staff have two days of PROACT SCIP training and have to undertake an annual refresher course.

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

Our school, by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, will reduce the occurrence of challenging behaviour and the need to use reasonable force. Where SCIP procedures are used, parents/carers are informed. The incident is documented and carefully reviewed.

#### **5. Pupil/Student Development**

- 5.1 Staff must comply with school policies and procedures that support the well-being and development of pupils/students.
- 5.2 Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.
- 5.3 Staff must follow reasonable instructions that support the development of pupils/students.

## 6. Honesty and Integrity

- 6.1 Staff 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.
- 6.2 All staff 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 follow the Whistleblowing procedure for schools, which incorporates our duty under the Public Disclosure Act.
- 6.3 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 from students or parents.
- 6.4 Adults need to be aware that the giving of gifts can be misinterpreted by others as a gesture either to bribe or “groom” a young person. (Working together to safeguard children 2023). If gifts are given this should be done openly and not based on favouritism. Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted.
- 6.5 Methods of selection and exclusion of pupils for school teams, productions, trips etc. must always be subject to clear, agreed criteria.
- 6.6 The deliberate falsification of documents is not acceptable. Where an employee falsifies records or other documents, including those held electronically, this will be regarded as a serious disciplinary matter and potentially a criminal offence.
- 6.7 All school employees must comply with the school and local authority’s Financial Regulations. Employees should familiarise themselves with the regulations but some of the principal employee requirements are summarised below.
- 6.8 Staff will not use illegal drugs or alcohol during working hours, this is unacceptable and may lead to disciplinary action. All employees are expected to attend work without being under the influence of alcohol or illegal drugs and without their performance being adversely impacted by the consumption of alcohol or illegal drugs.
- 6.9 If alcohol or drug usage impacts on an employee’s working life, the school has the right to discuss the matter with the employee and take appropriate action, having considered factors such as the school or local authority’s reputation and public confidence. This may also lead to disciplinary action. Safe storage of staff personal medication is advised to avoid any access by young people
- 6.10 School equipment and systems (e.g. phone, email and computers) are available only for school-related activities and should not be used for the fulfilment of another job or for personal use. This is unless authorised by the Headteacher.
- 6.11 Employees must not use their own personal equipment such as mobile phones or cameras to make recordings of pupils, parents or other employees. School equipment is available on request from the Senior ICT Technician where school related, appropriate recordings need to be made.

6.12 Use of personal computers for sensitive school information should not be advised. Transporting data linked to children and young people on USB must be avoided. All procedures must be secure, encrypted and follow our online safety procedures. Any data breach must be reported to SLT immediately.

## 7. Conduct outside Work

7.1 Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community. Any such conduct could lead to dismissal.

7.2 In particular, criminal offences that involve violence, criminal offences or behaviours that involve possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable and could lead to dismissal.

7.3 Staff must familiarise themselves with the school on safety policy.

7.4 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Staff must not use personal means to contact parents/pupils or former pupils.

7.5 Staff must not engage in the use of internet or social network sites which may bring themselves, the school, school community or employer into disrepute.

7.6 Staff must only use their school email account or school learning platform account when communicating electronically with pupils, parents and colleagues.

7.7 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school and is not to a level which may contravene the working time regulations or affect an individual's work performance. (See Staffordshire Guidance to Staff in Secondary Employment).

7.8 In school time **staff** must not work with pupils in **their** own home or living space.

7.9 All members of staff must declare any business interests outside of school that may be connected either to the supply of goods / services to the school or be rewarded through association with the school.

7.10 Members of staff may come into contact with pupils in social settings and it is important that staff recognise that their professional role does not just finish at the school gate. This is not to say that staff must ignore pupils in social settings but they should be mindful of how their behaviour towards pupils in such a setting may be interpreted.

7.11 Understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people.

7.12 School employees must inform the Headteacher (Governing Body if the employee is the Headteacher) immediately if they are subject to a criminal conviction, caution ban, police enquiry, investigation or pending prosecution. The Headteacher or Governing Body will

discuss this with the employee in the context of their role and responsibilities in order to help safeguard children and other employees at the school.

- 7.13 Employees must inform the Headteacher immediately if they are involved with any child protection incidents or issues regarding their own children or those of other colleagues. If a referral has not already been made to Families First it must be actioned
- 7.14 Failure to make a relevant declaration of interests is a very serious breach of trust and therefore if employees are in doubt about a declaration, they are advised to take advice from their school or union.

## **8. Confidentiality**

- 8.1 Where staff have access to confidential information about pupils/students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student.
- 8.2 All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil/student is bullied by another pupil/student (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupils/students parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.
- 8.3 Staff have an obligation to share with their manager or the school's Designated Senior Person any information which gives rise to concern about the safety or welfare of a pupil/student. Staff must never promise a pupil/student that they will not act on information that they are told by the pupil/student.

## **9. Disciplinary Action**

- 9.1 All staff need to recognise that failure to meet these standards of behaviour and conduct will result in disciplinary action, with the potential for dismissal.

## **Appendix 1 – Aide Memoire for all Staff**

**Cedars supports Restorative Practice methods in all aspects of our daily life.**

### **When we speak to others we will:**

- Use a positive statement rather than a negative one so that children can learn what we expect of them in any situation.
- Use a calm tone of voice at all times, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable.
- Avoid using sarcastic or derogatory words and phrases as these demean children and prevent them from developing high self-esteem.
- Speak respectfully to other adults at all times, even if we disagree with them.

### **As professionals we will:**

- Avoid workplace gossip and negativity as it breeds resentment and becomes a roadblock to effective communication and collaboration. We all have a duty to take active steps to divert conversations away from this if we come across it.
- Maintain confidentiality about anything that we see or hear in the school, so that parents and children can trust us, and as a way of showing respect to our fellow professionals.
- Work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the children. Step in to support our colleagues.
- Work within the school's policies and practices, so that what we do is consistent with what has been agreed between all members of the staff and the governors.
- Treat everyone with respect.
- Dress appropriately, so that we set a good example for the children and to show that we are here to work.
- Behave in a positive way despite any personal problems that we may have, especially in front of the children. Step away from escalating situations to protect yourself from allegation.



## 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.

## **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.

This policy should be read in conjunction with:

- School Safeguarding Policy
- Relationship management: Principles of Good Practice
- Pecuniary Interest
- Register of Gifts and Hospitality
- Keeping Children Safe in Education 2024 Part 1

## Disclosure of a Business Pecuniary Interest Governor/Trustee/Staff

School Name: \_\_\_\_\_

Full Name: \_\_\_\_\_

Position Held: \_\_\_\_\_ Date appointed: \_\_\_\_\_

For each Governor who has served at any point in the last 12 months it is necessary to publish their business and pecuniary interests on the school website in an up-to-date **register of interests**.

The general principle is that no-one should be involved in a decision where his or her personal interests may conflict with those of the Governing Board or, where his or her interest is greater than any other member of the Governing Board. If a person has any business or pecuniary interest in matters discussed they should declare and either withdraw from the meeting during consideration or not vote on any decisions with respect to the matter.

Please complete both sections as appropriate: -

1. I declare that I have a direct or indirect business and pecuniary interest(s) that may conflict with the interests of the Governing Board in the following areas:

**Please enter in each box – if you do not have an interest then please enter ‘none’.**

Business or Pecuniary Interest	Nature of Interest
Current employment	
Business (as partner or sole trader)	
Company directorship / Charity Trustee	
Membership of professional body, public body or special interest group of which I am a member and decision making position.	
Gifts or hospitality offered to you by external bodies while acting in your position as Governor/trustee and whether this was accepted.	
Any other conflict	



2. I declare that my partner and/or my immediate family have a direct or indirect interest in the following companies/organisations/bodies listed below from which may conflict with the interests of the Governing Board:

Please enter in each box – if you do not have an interest then please enter 'none'.

Name and nature of relationship	Name of Company or Body	Nature of Interest

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*Please sign and date the declaration below and return this form to the Headteacher.*

### Guidance on Governor Business and Pecuniary Interests

#### Business interests

A business interest is the involvement of an individual or their immediate family members in any trade or professions that may provide goods or services to the school. This may be as an employee, director or sole trader. In decided whether to declare, the individual should consider how they may be challenged about their decision not to disclose.

All Governors, trustees Headteachers and staff involved in financial decision must declare their interests. **Where a Governor or member of staff has no business interests, this must be actively declared.** New Governors or members of staff, influencing financial decisions, should be asked to complete a form on joining the relevant Governing Board or school.

#### Pecuniary interests

Pecuniary interests are not quite the same as business interests and cover a much broader range. These include personal financial interests such as involvement in trust funds, investments and assets such as property. As well as this it may include public bodies and special interest groups, as well conflicts that may arise during the year such as application for jobs or promotions at the school of close family members.

The nature of some of these declarations are such that it is not possible to declare on an annual basis, so all members of the Governing Board should be aware that they can declare these interests as they arise. Declarations should be made at meetings to the Headteacher, the Chair of Governor or the relevant committee Chair and these should be filed in a register of pecuniary interests.

#### Register of Business Interests

The Governing Board must ensure that Governors and staff are not involved in activities that might conflict with their role within the school. It is especially important to demonstrate that individuals do not benefit personally from the decisions made by the Governors, unless such decisions are made openly and legitimately. **As such the register of interests must be available on the school website.**