

# EMPLOYEE CODE OF CONDUCT



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## Contents

1. Introduction and general principles
2. Personnel Responsible for The Policy
3. HR Involvement
4. Principles of professional practice
5. Confidentiality
6. Propriety, behaviour, reputation and appearance
7. Sexual contact with children and young people and abuse of trust
8. Infatuations and crushes
9. Gifts
10. Social contact and social networking
11. Physical contact and personal privacy
12. Behaviour management and physical intervention
13. One to one situations and meetings with students
14. Transporting students
15. Educational visits and academy clubs
16. Curriculum
17. Photography, videos and other creative arts
18. Internet use and electronic communication
19. Sharing concerns and recording incidents
20. Child safeguarding competences for staff and volunteers who work with children and young people
21. Working relationships



# 1 Introduction and general principles

- 1.1** Gradually Developing Futures (GDF) fosters a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff to abide by it. All staff members should respect their colleagues, students, parents, and any other public members they come into contact with. The school does not allow any kind of discriminatory behaviour, harassment, or victimisation. All staff members should conform with the school's Equal Opportunities Policy in all aspects of work from recruitment and performance evaluation to interpersonal relations.
- 1.2** All staff will work to create a zero tolerance culture both in and out of the classroom environment, free from sexism, misogyny, misandry, homophobia, bi-phobic, exorsexism, sexual violence/harassment and other forms of prejudices.
- 1.3** All staff have a duty to keep students and themselves 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 adults and students and behaviour by adults that demonstrate integrity, maturity and good judgement. Following this Code of Conduct will help to safeguard staff from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to students.
- 1.4** Staff must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. A member of staff who, in good faith, "whistleblows" or makes a public interest disclosure will have the protection of the relevant legislation.
- 1.5** This Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to students and colleagues. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the student where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the students in their charge and colleagues.
- 1.6** All teachers must by law be registered with the Teaching Agency (from April 2012) and all staff members must comply with this Code of Conduct.
- 1.7** This Code of Conduct forms part of the school's disciplinary rules for staff, referred to in the Disciplinary Procedure. A serious breach of the Code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning or a lesser disciplinary sanction.
- 1.8** Where an allegation of abuse is made against a member of staff the school will follow the guidance set out in Keeping Children Safe in Education 2022 (Part Four) This guidance is about managing allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It will be used where it is alleged that a member of staff has:
- 1.8.1** behaved in a way that has harmed a child, or may have harmed a child, and/or;
  - 1.8.2** possibly committed a criminal offence against or related to a child; and/or,
  - 1.8.3** behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children, and/or;
  - 1.8.4** behaved or may have behaved in a way that indicates they may not be suitable to work with children.



**1.9** Where a concern regarding conduct does not meet the harm threshold (as specified in Keeping Children Safe in Education 2022) we will respond to these as low-level concerns, this term does not mean that an action is insignificant and it may indicate that an adult working in or on behalf of the school may have acted in a way that:

**1.10** • is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and

**1.11** • does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

**1.11.1** Examples of such behaviour could include, but are not limited to:

**1.12** • being over friendly with children

**1.13** • having favourites

**1.14** • taking photographs of children on their mobile phone, contrary to school policy

**1.15** • engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or

**1.16** • humiliating children.

**1.17** Other than those referred to in the 'Appointments and other employment matters' section, what staff do in their private lives whilst off-duty is generally not the School's concern. However, the School will consider disciplinary action, including dismissal, in any situation where there has been criminal or non-criminal off-duty misconduct which affects a member of staff's suitability for continued employment in a particular job or if such off-duty conduct has unacceptable repercussions for the School. Where a member of staff is charged or convicted of a criminal offence that impacts on their employment there is no requirement to wait until a case comes to court before disciplinary action is taken.

**1.18** Staff must declare to the Principal, or Head of School membership or involvement in any organisation characterised by the following:

**1.18.1** openness generally denied to anyone without formal membership;

**1.18.2** membership includes commitment of allegiance by the taking of an oath or similar procedure;

**1.18.3** secrecy exists about rules, membership or conduct,

unless any of these practices are associated with a generally recognised religion or belief.

The Principal/Head of School and Director of HR will keep a register of all declarations in their respective areas made in accordance with this paragraph.

## **2 Personnel responsible for this policy**

**2.1** The School has overall responsibility for the effective operation and for ensuring compliance with the relevant statutory framework. Day-to-day responsibility for operating the policy and ensuring its maintenance and review have been delegated to the Principal.

**2.2** The School Leadership Team have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.



### **3 HR involvement**

Managers dealing with any part of this policy must ensure that HR are informed of the details and given copies of relevant documents.

### **4 Principles of professional practice**

You, as appropriate to your role and/or job description, must:

- 4.1.1** at all times, pay due attention to and work by the policies of the School and Keeping Children Safe in Education documents (making specific reference to the School Code of Conduct and Safeguarding policy).
- 4.1.2** place the well-being and learning of students at the centre of your professional practice;
- 4.1.3** have high expectations for all students, be committed to addressing underachievement and work to help students progress regardless of their background and personal circumstances;
- 4.1.4** treat students and colleagues fairly and with respect, take their knowledge, views, opinions and feelings seriously and value diversity and individuality;
- 4.1.5** model the characteristics you are trying to inspire in students, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people;
- 4.1.6** respond sensitively to the differences in the home backgrounds and circumstances of students, recognising the key role that parents and carers play in students' education;
- 4.1.7** seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of the School; and
- 4.1.8** reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

### **5 Confidentiality**

- 5.1** You may have access to confidential information about students in order to undertake your responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a student or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the student.
- 5.2** There are some circumstances in which you may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, you have a duty to pass information on without delay to those with designated student protection responsibilities. Failure, in these circumstances, to pass on information will result in disciplinary action under the School's Disciplinary Procedure.



**5.3** Confidential information about students and staff members must be held securely. Confidential information about students must not be held off the School site other than on security protected School equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

**5.4** If you are in any doubt about the storage or sharing of information you must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

## **6 Propriety, behaviour, reputation and appearance**

**6.1** In line with legislation, staff must be aware that under section 16 of The Sexual Offences Act 2003, 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. Staff who disregard this, may be subject to gross misconduct allegations leading to disciplinary action.

**6.2** All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. You should adopt high standards of personal conduct in order to maintain the confidence and respect of your peers, students and the public in general. Your behaviour, either in or out of the workplace, should not compromise your position within the work setting or bring the School into disrepute.

**6.3** A person's dress and appearance are matters of personal choice and self-expression. However, you must ensure you are dressed decently, safely and appropriately for the tasks you undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

**6.4** Personal property of a sexually explicit nature such as books, magazines, DVDs or such material on any electronic media must not be brought onto or stored on the School's premises or devices.

**6.5** Social networking sites and blogging are extremely popular. You must not post material which damages the reputation of the School or which causes concern about your suitability to work with children and young people. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

**6.6** The School prohibits the involvement of staff from any form of social networking with students. If there is any doubt about whether communication with students is appropriate, advice should be sought from a member of the senior management team.

**6.7** Conflict of interests. In all cases you should be clear about your contractual obligations and should not take up any outside employment which conflicts with the School's interests. All additional employment must be discussed and agreed with the Principal or a Director as per individual contract of employment. Although staff off-duty hours are their personal concern you must ensure that your School duties are not subordinated to your private interests, and that no conflict arises between such duties and interests. You must ensure that any such additional employment does not, in the view of the School conflict with or react detrimentally to the School's interests or in any way weaken public confidence in the School.



**6.8** Smoking, drinking alcohol and taking illegal drugs (including psychoactive substances); being under the influence of alcohol or illegal drugs (including psychoactive substances); and the use of electronic cigarettes or similar devices is strictly prohibited on School premises, in School vehicles or whilst on School business. Members of staff who, because of misuse of alcohol or other substances, commit an act in breach of the School policies, procedure or Code of Conduct may endanger the safety and reputation of themselves or others and will be subject to the Disciplinary Procedure.

## **7 Sexual contact with children and young people and abuse of trust**

**7.1** Any sexual behaviour, whether by a member of staff, with or towards a child or young person, is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. All adults working in the School who have contact with students are in positions of trust. The Sexual Offences (Amendment) Act 2000 specifically established a criminal offence of the abuse of trust in relation to teachers and others who are in a relationship of trust with 16 -18 year olds.

**7.2** Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children', defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

**7.3** There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person and manipulate that relationship so that sexual abuse can take place. Staff should be aware that conferring special attention without good reason or favouring a student has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

**7.4** A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of students and all adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification.

## **8 Infatuations and crushes**

**8.1** Adults must recognise that a student may be strongly attracted to a member of staff and/or develop an infatuation. If you become aware that a student may be infatuated with yourself or a colleague, you must report this without delay to a senior colleague so that appropriate action can be taken. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the student. It should also be recognised that careless and insensitive reactions may provoke false accusations. Whilst the risk of infatuation is not limited to younger members of staff, they must recognise their particular vulnerability to adolescent infatuation.

**8.2** Seeking advice in circumstances where concerns arise. Examples of situations which must be reported are given below:

**8.2.1** Where you are concerned that you might be developing a relationship with a student which could have the potential to represent an abuse of trust.

**8.2.2** Where you are concerned that a student is becoming attracted to you or that there is a developing attachment or dependency.



**8.2.3** Where you are concerned that actions or words have been misunderstood or misconstrued by a student such that an abuse of trust might be wrongly suspected by others.

**8.2.4** Where you are concerned about the apparent development of a relationship by another member of staff or receives information about such a relationship.

## **9 Gifts**

**9.1** Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when students or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

**9.2** Personal gifts must not be given to students. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a student should be consistent with the School's behaviour policy, recorded, and not based on favouritism.

**9.3** For further information on the giving or acceptance of gifts, you should refer to the School's Anti-Corruption and Bribery Policy.

## **10 Social contact and social networking**

**10.1** Staff in the School must not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking sites such as MySpace, Instagram, Twitter, Facebook (and others) and blogging, even if a student seeks to establish social contact, or if this occurs coincidentally, you should exercise your professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place you in a very vulnerable position. You should ensure that any privacy protection facilities are used and you should not use your work email address or account to access these sites. The School should not be named on networking sites.

**10.2** You must not give your personal details such as home/mobile phone number; home or personal e-mail address to students unless the need to do so is agreed with senior management.

## **11 Physical contact and personal privacy**

**11.1** There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students 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. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student.

**11.2** Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If you believe that an action could be misinterpreted, the incident and circumstances should be reported.





- 11.3** Physical contact, which occurs regularly with a student or students, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open School policy and subject to review. Where feasible, you should seek the student's permission before initiating contact. You should listen, observe and take note of the student's reaction or feelings and – so far as is possible – use a level of contact which is acceptable to the student for the minimum time necessary.
- 11.4** There may be occasions when a distressed student needs comfort and reassurance. This may include age-appropriate physical contact. You should remain self-aware at all times in order that the contact is not threatening, intrusive or subject to misinterpretation.
- 11.5** Where you have a particular concern about the need to provide this type of care and reassurance you should seek further advice from a senior manager.
- 11.6** Some staff, for example, those who teach PE and games, or who provide music tuition will on occasion have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. You should remain sensitive to any discomfort expressed verbally or non-verbally by the student.
- 11.7** Students 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 students, 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 students concerned and sensitive to the potential for embarrassment.
- 11.8** Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff should be involved in intimate care duties except in an emergency.

## **12 Behaviour management and physical intervention**

- 12.1** All students have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. You must not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating students by overweening physical presence is not acceptable in any situation.
- 12.2** The circumstances in which you can physically intervene with a student are covered by the 1996 Education Act. You may legitimately intervene to prevent a student 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. You should have regard to the health and safety of yourself and others. 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.
- 12.3** All schools must have trained first aiders/appointed persons. You must have had the appropriate training before administering first aid or medication except in an emergency.



### **13 One to one situations and meetings with students**

- 13.1** Staff working in one to one situations with students are more vulnerable to allegations. You must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and students are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and student. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the School and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.
- 13.2** Pre-arranged meetings with students away from the School premises or on a school site when the School is not in session are not permitted unless approval is obtained from their parent/carer and the Principal or other senior colleague with delegated authority.

### **14 Transporting students**

- 14.1** In certain situations e.g. out of School activities, you may agree to transport students only with appropriate insurance and parental consent. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.
- 14.2** Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

### **15 Educational visits and academy clubs**

You should take particular care when supervising students in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff remain in a position of trust and the same standards of conduct apply. The School has a policy on educational visits which forms part of this Code of Conduct.

### **16 Curriculum**

- 16.1** Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive 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.
- 16.2** The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions can require careful judgement and you must take guidance in these circumstances from a senior member of staff.



## **17 Photography, videos and other creative arts**

- 17.1** Many School activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child for any images made such as those used for the School web site, productions or other purposes.
- 17.2** Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable students who may be unable to question why or how the activities are taking place. Students who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment.
- 17.3** You should remain sensitive to any student who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.
- 17.4** Using images of students for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must 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.
- 17.5** When using a photograph/video the following guidance must be followed:
- 17.5.1** if the photograph is used, avoid naming the student.
  - 17.5.2** if the student is named, avoid using the photograph.
  - 17.5.3** Images must be taken using only School devices, never personal devices.
  - 17.5.4** images must be securely stored on School devices only and used only by those authorised to do so.
  - 17.5.5** be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded.
  - 17.5.6** ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
  - 17.5.7** ensure that all images are available for scrutiny in order to screen for acceptability.
  - 17.5.8** be able to justify the images made.
  - 17.5.9** do not make images in one to one situations.
  - 17.5.10** do not take, display or distribute images of students unless there is consent to do so.
  - 17.5.11** video material shown in class must be age and content appropriate.
- 17.6** The School has additional guidance on the use of images which includes a consent form. The guidance forms part of this Code of Conduct.



## **18 Internet use and electronic communication**

- 18.1** The School has a separate policy on internet use, electronic communication and security (Computer and Internet Acceptable Use Policy (E-Safety) which forms part of this Code of Conduct.
- 18.2** Under no circumstances should adults in the School access inappropriate images. Deliberately accessing pornography on School equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely to lead to criminal prosecution and may result in barring from work with children and young people.

## **19 Sharing concerns and recording incidents**

- 19.1** All staff must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following “Red Flag Behaviours” give indications of the kinds of situations which should be shared with a senior member of staff.

An adult who:

- 19.1.1** Allows a student/young person to be treated badly; pretends not to know it is happening.
- 19.1.2** Gossips/shares information inappropriately.
- 19.1.3** Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language.
- 19.1.4** Dresses in a way which is inappropriate for the job role.
- 19.1.5** Does not treat students fairly - demonstrates favouritism.
- 19.1.6** Demonstrates a lack of understanding about personal and professional boundaries.
- 19.1.7** Uses his/her position of trust to intimidate, threaten, coerce or undermine.
- 19.1.8** Appears to have an inappropriate social relationship with a student or students.
- 19.1.9** Appears to have special or different relationship with a student or students.
- 19.1.10** Seems to seek out unnecessary opportunities to be alone with a student.
- 19.2** For further information on how to report a concern, you should refer to the School's Whistleblowing Policy and/or Allegations Against a Member of Staff Policy

## **20 Child safeguarding competences for staff and volunteers who work with children and young people**

- 20.1** The following competences are necessary:

- 20.1.1** Emotional Awareness
- (a)** Aware of the range of emotions in self and others
  - (b)** Demonstrates empathy for the concerns of others
  - (c)** Listens to and understands directly and indirectly expressed feelings
  - (d)** Encourages others to express themselves openly



- (e) Manages strong emotions and responds constructively to the source of problems
- (f) Listens to personal comments without becoming defensive
- (g) In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down
- (h) Has a range of mechanisms for dealing with stress, can recognise when to use them and does so
- (i) Shows respect for others' feelings, views and circumstances

**20.1.2** Working within Professional Boundaries

- (a) Demonstrates professional curiosity
- (b) Accepts responsibility and accountability for own work and can define the responsibilities of others
- (c) Recognises the limits of own authority within the role
- (d) Seeks and uses professional support appropriately
- (e) Understands the principle of confidentiality

**20.1.3** Self-awareness

- (a) Has a balanced understanding of self and others
- (b) Has a realistic knowledge of personal strengths and weaknesses
- (c) Can demonstrate flexibility of approach
- (d) Shows a realistic appreciation of the challenges of working with this student group

**20.1.4** Ability to safeguard and promote the welfare of children and young people

- (a) Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
- (b) Has a good understanding of the safeguarding agenda
- (c) Can demonstrate an ability to contribute towards a safe environment
- (d) Is up-to-date with legislation and current events
- (e) Can demonstrate how s/he has promoted 'best practice'
- (f) Shows a personal commitment to safeguarding children
- (g) Utilises the Schools safeguarding recording system (My Concern) appropriately and effectively to ensure concerns are recorded and shared



## 21 Working relationships

The definition of close personal relationships include family relationships, sexual relationships, very close friendships, close business, commercial and financial. These are also relationships that increase the likelihood and risk of:

- Conflict of interest
- Confidential breaches
- Grievances
- Inappropriate behaviours
- Bullying and Harassment
- Subjective and unfair recruitment decisions
- Preferential or inconsistent treatment of employees

The School recognises that employees who work together may have or form close personal relationships. While it does not wish to interfere with these personal relationships it is necessary to ensure that all employees behave (and are perceived to behave) in accordance to School policy, training, role and professional responsibilities ie in an appropriate and professional manner at work with due consideration to any outside of work activities.

Expectations of conduct and behaviour are detailed in a number of ways and clearly outlined in formal School documents and policies. These describe and explain the School expectation of conduct and behaviour, for example: Job description, Health & Safety, Safeguarding, Whistleblowing, Allegation, Code of Conduct, Teacher Standards.

- 21.1** Employees as soon as possible, should declare to their line manager any existing or new personal relationships with another member of School staff by email so there is a clear recorded statement on personnel files as needed. The onus is on the employee to confirm if close relationships end as well. That is one that may give rise to an actual or potential conflict of interests and is an annual declaration.
- 21.2** Employees who are uncertain about whether they need to declare a personal relationship may discuss the matter in confidence with their line manager or HR Business Partner as soon as possible.
- 21.3** In order to avoid any actual or potential conflict of interest, abuse of power or favouritism, employees who are in a line management or supervisory role, or in a more senior position with direct influence on that work area, should not be involved in the appraisal, promotion or discipline or any other management activity or process (such as rostering) involving an employee with whom they have a personal relationship (whether declared or not).
- 21.4** If you chose to conduct close personal relationships at work you are expected to ensure that you adopt strategies to prevent any impact on work.
- 21.5** Where a personal relationship is not declared and results in an unfair advantage or disadvantage to either of the parties to the relationship, this could lead to disciplinary action.
- 21.6** It is important that all employees act professionally at all times and ensure they act as role models with regards to their behaviour and conduct. As staff have chosen to work in a school environment it is imperative that if they end a close personal relationship it is handled sensitively as any impact to the School reputation could result in disciplinary action.



**21.7** Failure to disclose a close personal relationship where there is a real or perceived conflict of interest, breach of trust or confidentiality may be investigated under the disciplinary policy which could result in summary dismissal



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