



The Damara School



Specialist SEMH Independent School

Staff code of conduct

Approved by: Trust Board

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1. Aims, Scope and Principles

This policy aims to set and maintain standards of conduct that we expect all staff to follow.

By creating this policy, we aim to ensure our school is an environment where everyone is safe, happy and treated with respect.

While many of the principles in this code of conduct are based on the Teachers' Standards, it has been developed to apply to all staff working within The Lotus Academy Trust.

School staff have an influential position in the school and will act as role models for pupils by consistently demonstrating high standards of behaviour.

We expect that all staff will:

- Act in accordance with the personal and professional behaviours set out in this Staff Code of Conduct
- Act with personal and professional integrity, respecting the safety and wellbeing of others
- Consider, at all times, what is in the best interests of the child

Scope

This code of conduct applies to:

- All teaching staff
- All support staff
- Trustees and governors
- Volunteers
- Contractors working regularly in the school
- Agency and supply staff

Important Note

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the school and its pupils.

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

2. Legislation and Guidance

This policy is based on advice from the Department for Education (DfE) on:

- **Keeping Children Safe in Education (KCSIE) 2026** (statutory from 1 September 2026)
- **Working Together to Safeguard Children** (statutory guidance)
- **Teachers' Standards 2012**
- **Guidance for Safer Working Practice for Adults who Work with Children and Young People**

It also takes into account:

- **The Equality Act 2010**
- **The Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)**
- **The Education Act 2011** (regarding use of reasonable force)
- **Relationships, Sex and Health Education (RSHE) statutory guidance** (revised for September 2026)
- **The Public Sector Equality Duty**

In line with KCSIE 2025, we have a staff code of conduct (this policy), which covers acceptable use of technologies, staff/pupil relationships and communications, including the use of social media.

This policy also complies with our commissioning agreement and articles of association.

3. General Obligations

Staff set an example to pupils and others, including colleagues. They will:

- Maintain high standards in their attendance and punctuality
- Never use inappropriate or offensive language in school (in presence of or against pupils and others including colleagues)
- Treat pupils and others with dignity and respect
- Show tolerance and respect for the rights of others
- Use positive, scripted language as taught in school training
- Use the 'fresh start' and restorative approaches to behaviour management
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Express personal beliefs in a way that will not overly influence pupils and others, and will not exploit pupils' and others' vulnerability that might lead them to break the law
- Understand the statutory frameworks they must act within
- Read and adhere to all policies and procedures within the school
- Adhere to the Staff Code of Conduct standards and expectations

- **Uphold** the Nolan principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership

4. Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff 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.

4.1 Core Safeguarding Responsibilities

All staff have a responsibility to provide a safe environment in which children can learn. All staff:

- **Must** have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional, sexual abuse and/or neglect
- Should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years
- Must be in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating
- Should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child
- Should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report
- Should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful

4.2 Safeguarding Systems and Training

All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This includes:

- **Child protection and safeguarding policy** (which should include the policy and procedures to deal with child-on-child abuse, FGM duty, and the Prevent initiative)
- **Behaviour policy** (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- **This staff code of conduct** (which includes low-level concerns, allegations against staff and whistleblowing)
- **Safeguarding response to children who are absent from education**, particularly on repeat occasions and/or prolonged periods
- **Role of the designated safeguarding lead** (including the identity of the designated safeguarding lead and any deputies)

Copies of policies and a copy of Part one (or Annex A, if appropriate) of KCSIE should be provided to all staff at induction.

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually.

Our safeguarding policy and procedures are available from the office and on the website. All staff will also be given copies at the start of the academic year and when updates are available.

4.3 Preventative Education and Whole-School Approach

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment

All staff have a role in:

- Teaching pupils about how to keep themselves and others safe, including online
- Delivering age-appropriate RSHE content in line with statutory guidance
- Supporting pupils to develop the skills that form the building blocks of all positive relationships
- Teaching about healthy and respectful relationships, boundaries, consent and kindness in relationships

4.4 Mental Health and Wellbeing

Schools have an important role to play in supporting the mental health and wellbeing of pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff should:

- Be alert to signs of mental health difficulties in pupils
- Report concerns to the designated safeguarding lead
- Support pupils' emotional wellbeing through positive relationships and appropriate interventions

4.5 Children Missing Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

Staff should:

- Report any concerns about pupil absence to the designated safeguarding lead
- Be aware of the school's procedures for children missing education
- Understand that early intervention is essential

5. Bullying and Anti-Discrimination

We will follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school, in line with the Equality Act 2010.

5.1 Definition of Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

While there may be no legal definition of "bullying", it is usually defined as behaviour that is:

- Deliberately hurtful either physically or emotionally
- Repeated over time
- Difficult for those being bullied to defend themselves against
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

5.2 Reporting Bullying

In the event that bullying behaviours are reported or observed:

- The member of staff who has that information should report it to the Deputy Headteacher
- In the case of bullying involving the Deputy Head, report to the Chair of Trustees

5.3 Supporting Victims

In the event that there is a victim of bullying behaviour involving staff:

- The Deputy Head should assess for any levels of distress
- Take positive action to ensure the child/young person feels safe in the short term
- In the case of the Deputy Head being involved, it should be the Chair of Trustees who takes action

6. Staff/Pupil and Staff/Colleague Relationships

Staff will observe proper boundaries with pupils and colleagues 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.

6.1 One-to-One Contact

If staff members and pupils must spend time on a one-to-one basis, staff will ensure that:

- This takes place in a public place that others can access
- Others can see into the room (e.g., through a window or open door)
- A colleague or line manager knows this is taking place

6.2 Contact Outside School Hours

Staff should avoid contact with pupils outside of school hours if possible.

- Personal contact details should not be exchanged between staff and pupils. This includes social media profiles
- Staff should not contact pupils via personal phone, email, or social media
- Any necessary contact outside school hours should be through official school channels and with appropriate oversight

6.3 Gifts

- While we are aware many pupils and their parents may wish to give gifts to staff, for example, at the end of the school year, gifts from staff to pupils are not acceptable
- Staff may accept small tokens of appreciation from pupils/parents (see below)
- While we are aware many pupils and their parents may wish to give gifts to staff, for example, at the end of the school year, **gifts from staff to pupils are not acceptable**
- Staff may accept small tokens of appreciation from pupils/parents (e.g., cards, small gifts at Christmas or end of year) but must declare any gifts worth more than £25 on the gifts and hospitality register
- Staff should use professional judgement and decline gifts that could be perceived as inappropriate or that might compromise their professional position

6.4 Reporting Concerns

If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, this should be reported to their line manager or the Deputy Head immediately. It is better to report a concern early than to allow a situation to develop.

6.5 Maintaining Professional Relationships

Maintaining positive relationships with pupils and colleagues is crucial in ensuring that all pupils and staff feel safe and comfortable when in school. All staff are expected to:

- **Uphold** the Nolan principles of public life (selflessness, integrity, objectivity, accountability, openness, honesty and leadership)
- Avoid any form of speech that may be construed by the listener as sexual, discriminatory or offensive in nature
- Avoid any form of speech that may be construed by the listener as derogatory, too familiar, sarcastic, belittling, or upsetting
- Respect the physical boundaries of the individual
- Maintain appropriate professional distance at all times

6.6 Physical Contact with Pupils

Staff should be aware that physical contact with pupils can be misinterpreted. The following principles apply:

- Physical contact should only occur when it is necessary and appropriate
- Staff should use their professional judgement about whether physical contact is appropriate in any given situation
- Physical contact should always be in response to the pupil's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background
- Staff should be aware of cultural or religious views about touching
- Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority

Comforting distressed pupils:

- Staff may comfort a distressed pupil in an age-appropriate way
- This may include a brief touch on the arm, shoulder, or back, or in some cases a 'side-on' hug where the child initiates this
- Staff should always be mindful of maintaining professional boundaries
- Any physical comfort should be given in an open environment where possible
- Staff should not initiate hugs or prolonged physical contact

Use of reasonable force:

- Staff may use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder (see section 13 below)

7. Low Level Concerns, Allegations Against Staff and Whistleblowing

The school has processes and procedures in place to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers, and contractors).

7.1 Allegations That Meet the Harm Threshold

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, volunteers, and contractors), then:

- This should be referred to the **Deputy Head** immediately
- Where there is a concern/allegation about the Deputy Head, this should be referred to the **Chair of the Trust Board**
- In the event of a concern/allegation where there is a conflict of interest in reporting the matter to the Deputy Head, this should be reported directly to the **local authority designated officer(s) (LADOs)**

See full details in the Safeguarding and Child Protection policy and Low-level Concerns policy.

7.2 Low-Level Concerns

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be **recorded in CPOMS** and reported to the Deputy Head.

Low-level concerns are defined as any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of low-level concerns include, but are not limited to:

- Being over-friendly with children

- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

7.3 Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding provision and know that such concerns will be taken seriously by the senior leadership team.

Where a staff member feels unable to raise an issue with the senior leadership team, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them (see Whistleblowing policy).

External whistleblowing contacts:

- **NSPCC Whistleblowing Helpline:** 0800 028 0285 (available 8:00 AM to 8:00 PM, Monday to Friday)
- **Email:** help@nspcc.org.uk

8. Communication and Social Media

8.1 Personal Social Media Use

School staff's social media profiles should not be available to pupils. Staff should:

- Not use their full name on personal social media profiles, as pupils may be able to find them. Staff should consider using a first and middle name instead
- Set all public profiles to private
- Not accept friend requests or follow requests from current or former pupils
- Not accept friend requests or follow requests from parents/carers of current pupils
- Be aware that even with privacy settings, information can be shared and may become public

8.2 Contact with Pupils and Parents

Staff should not attempt to contact pupils or their parents via social media, or any other means outside school, in order to develop any sort of relationship. Staff will:

- Not make any efforts to find pupils' or parents' social media profiles
- Not contact pupils or parents via personal email, phone, or social media
- Use only official school communication channels for any necessary contact

8.3 Posting Content Online

Staff will ensure that they:

- Do not post any images online that identify children who are pupils at the school without prior parental consent
- Do not post anything online that could bring the school or the teaching profession into disrepute
- Do not make negative comments about the school, colleagues, pupils, or parents online
- Are mindful that their online presence reflects on the school

8.4 School Social Media Accounts

Staff who manage school social media accounts should:

- Only post content that has been approved by senior leadership
- Ensure all images of pupils have appropriate consent
- Respond professionally to any comments or messages
- Report any concerning interactions to the Deputy Head

Staff should be aware of the school's e-safety and online safety policy.

9. Acceptable Use of Technology

9.1 Use of School IT Systems

Staff will not use technology in school to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to:

- Sending obscene emails
- Gambling
- Viewing pornography or other inappropriate content
- Accessing extremist material
- Engaging in any illegal activity

9.2 Personal Devices

Staff will not:

- Use personal mobile phones and laptops, or school equipment for personal use, in school hours or in front of pupils
- Use personal mobile phones or cameras to take pictures of pupils
- Store images of pupils on personal devices

Exceptions:

- Staff may use personal devices during breaks and lunch times in staff-only areas
- Staff may use school-provided devices to take photographs of pupils for educational purposes, following the school's policy on photography and image use

9.3 Monitoring and Filtering

Staff should be aware that:

- The school has the right to monitor emails and internet use on the school IT system
- All staff should have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of their safeguarding training
- Any concerns about filtering or monitoring should be reported to the IT lead or designated safeguarding lead

9.4 Data Security

Staff must:

- Keep passwords secure and not share them with others
- Lock computers when leaving them unattended
- Not remove or copy school data without authorisation
- Follow the school's data protection policies at all times

10. Confidentiality and Information Sharing

10.1 Handling Confidential Information

In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, pupils and their parents.

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
- Discussed in public places where others might overhear
- Discussed with family or friends outside of work

10.2 Information Sharing for Safeguarding

This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child is at risk of harm.

Staff should be aware that:

- **The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe**
- Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children
- Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare
- Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children

10.3 When to Share Information

Staff should share information with the designated safeguarding lead when:

- They have concerns about a child's welfare
- A child discloses abuse or neglect
- They observe signs of abuse, neglect or exploitation
- They have concerns about a child's mental health or wellbeing
- They are concerned about a child's attendance or behaviour

Staff should not:

- Promise confidentiality to a child who discloses abuse
- Investigate concerns themselves
- Decide whether or not information should be shared – this is the role of the designated safeguarding lead

11. Honesty and Integrity

Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with pupils, handling money, claiming expenses and using school property and facilities.

11.1 Financial Integrity

Staff will:

- Not accept bribes or inducements
- Declare any gifts or hospitality worth more than £25 on the gifts and hospitality register
- Handle school money responsibly and in accordance with school procedures
- Claim expenses only for legitimate school-related costs, with appropriate receipts
- Not use school resources for personal gain

11.2 Professional Integrity

Staff will:

- Ensure that all information given to the school about their qualifications and professional experience is correct
- Declare any conflicts of interest
- Not engage in any business or employment outside of school that could conflict with their duties or bring the school into disrepute
- Be honest in all professional dealings with colleagues, pupils, parents and external agencies
- Admit mistakes and take responsibility for their actions

11.3 Declarations

Staff must declare:

- Any relationship with a pupil, parent or colleague that could be perceived as a conflict of interest
- Any criminal convictions or cautions (including those pending)
- Any involvement in legal proceedings that may affect their suitability to work with children
- Any changes to their circumstances that may affect their DBS status

12. Dress Code and Personal Hygiene

12.1 Professional Appearance

Staff will dress in a professional, appropriate manner that reflects the professional nature of their role and sets a positive example to pupils.

General requirements:

- Outfits will not be revealing and must be of appropriate length (shortest would be just above the knee)
- Tops, t-shirts and shirts are long enough to cover the torso at all times, including when sitting, bending or reaching
- No midriff or lower back is visible during normal work activities
- Clothing that is not excessively short, tight or revealing
- No denim to be worn
- Ripped or torn clothing must not be worn
- Vest tops and strappy tops are not to be worn
- Tops must be minimum short sleeved (shoulders must be covered)
- Necklines must be high enough to maintain professional standards
- Visible tattoos must be covered up
- Clothes will not display any offensive or political slogans
- No open-back sandals or slippers to be worn
- Footwear should be safe and appropriate for the school environment

If you are in any doubt about whether clothing is appropriate, please speak to the senior leaders.

Staff must not chew gum whilst on school premises or when representing the school, in order to maintain professional standards and set a positive example for pupils.

12.2 Personal Hygiene

Staff must maintain the highest standards of personal hygiene. This includes:

- Daily showering/bathing
- Clean clothing
- Appropriate use of deodorant
- Clean, well-maintained hair
- Clean hands and nails

12.3 Reasonable Adjustments

The school will make reasonable adjustments to the dress code for staff who have:

- Religious or cultural requirements
- Disabilities that affect their ability to comply with certain aspects of the dress code
- Medical conditions that require specific clothing

Staff should discuss any requirements for adjustments with the Deputy Head.

13. Conduct Outside of Work

Staff will not act in a way that would bring the school, or the teaching profession into disrepute. This covers:

13.1 Criminal Offences

Staff must declare any criminal offences, including:

- Violence or sexual misconduct
- Drug-related offences
- Theft or fraud
- Driving offences that result in a ban
- Any offence that may affect their suitability to work with children

13.2 Social Media and Online Conduct

Staff should:

- Not make negative comments about the school, colleagues, pupils or parents on social media
- Be mindful that their online presence can be viewed by parents, pupils and the wider community
- Ensure their online conduct reflects the professional standards expected of school staff

13.3 Behaviour in the Local Community

Staff should be aware that they may be recognised as school staff in the local community and should:

- Conduct themselves appropriately
- Be mindful of their behaviour in public places, particularly those frequented by pupils and families
- Not engage in behaviour that could undermine their professional position

14. Use of Reasonable Force

14.1 Legal Framework

Staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This power applies to all staff and can also apply to people whom the Deputy Head has temporarily put in charge of pupils.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

14.2 When Reasonable Force May Be Used

Reasonable force may be used to:

- Remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

14.3 Principles of Using Reasonable Force

Staff should:

- Always try to use de-escalation strategies before using force
- Use the minimum amount of force necessary for the shortest period of time
- Never use force as a punishment – it is always unlawful to use force as a punishment
- Make reasonable adjustments for disabled children and children with special educational needs (SEN)
- Record all incidents where force has been used
- Inform parents when force has been used on their child

14.4 No Contact Policy

Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

14.5 Training and Support

Staff who are likely to need to use reasonable force should receive appropriate training in:

- De-escalation techniques
- Positive handling strategies
- The legal framework for use of force
- Recording and reporting procedures

All incidents involving the use of reasonable force will be recorded and reviewed to ensure that:

- The force used was reasonable and proportionate

- All alternatives were considered
- The incident is used as a learning opportunity to prevent future incidents

15. Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for staff and pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We are committed to ensuring that this code of conduct:

- Does not discriminate against any staff member or pupil on the basis of protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)
- Promotes equality of opportunity for all
- Fosters good relations between different groups
- Makes reasonable adjustments where necessary to ensure the code is accessible and fair to all

We recognise that some aspects of this code may require reasonable adjustments for staff with disabilities or other protected characteristics. For example:

- Dress code requirements may need adjustment for religious or cultural dress, or for staff with disabilities
- Physical contact guidance will be applied with sensitivity to cultural and religious beliefs
- Communication requirements will be adjusted for staff with disabilities affecting communication

Staff who require reasonable adjustments should discuss these with the Deputy Head in confidence.

We will review the impact of this policy on staff and pupils with protected characteristics as part of our regular policy review cycle.

16. Monitoring Arrangements

16.1 Policy Review

This policy will be reviewed **annually** but can be revised as needed. It will be ratified by the full board of trustees.

The next review is due by: **January 2027**

16.2 Monitoring Compliance

The Deputy Head and senior leadership team will monitor compliance with this code of conduct through:

- Regular observations and learning walks
- Performance management and appraisal processes
- Staff supervision meetings
- Feedback from pupils, parents and colleagues
- Review of safeguarding records and incident logs
- Analysis of low-level concerns and allegations

16.3 Breaches of the Code

Any breaches of this code of conduct will be taken seriously and may result in disciplinary action, up to and including dismissal.

The severity of the disciplinary action will depend on:

- The nature and seriousness of the breach
- The impact on pupils, staff and the school
- Whether this is a first offence or part of a pattern of behaviour
- Any mitigating circumstances

Staff should refer to the school's disciplinary policy and procedures for full details.

16.4 Staff Training and Induction

All staff will:

- Receive a copy of this code of conduct at induction

- Be required to sign the agreement form (see section 17) to confirm they have read and understood the code
- Receive regular updates and reminders about the code through staff meetings, briefings and e-bulletins
- Have access to training and support to help them meet the standards set out in this code

16.5 Raising Concerns

If staff have concerns about a colleague's conduct, they should:

- Report safeguarding concerns immediately to the designated safeguarding lead
- Report low-level concerns to the Deputy Head or via CPOMS
- Use the whistleblowing policy if they feel their concerns are not being addressed

17. Links with Other Policies

This code of conduct should be read in conjunction with the following school policies and procedures:

Safeguarding and child protection:

- Child Protection and Safeguarding Policy (updated for KCSIE 2025)
- Low-Level Concerns Policy
- Allegations Against Staff Policy
- Whistleblowing Policy
- Online Safety Policy
- Acceptable Use of IT Policy

Behaviour and relationships:

- Behaviour Policy
- Anti-Bullying Policy
- Use of Reasonable Force Policy
- Relationships, Sex and Health Education (RSHE) Policy

Staff policies:

- Staff Disciplinary Policy and Procedures
- Capability Policy
- Grievance Policy

- Equality and Diversity Policy
- Data Protection Policy
- Social Media Policy
- Gifts and Hospitality Policy

Health and safety:

- Health and Safety Policy
- First Aid Policy
- Lone Working Policy

Staff are expected to read and understand all Trust policies and procedures. All policies are available:

- On the school website
- In the staff shared drive
- In hard copy from the school office

If you have any questions about this code of conduct or any other school policy, please speak to your line manager or the Deputy Head.

18. Agreement Form

I acknowledge receipt of the Staff Code of Conduct and agree to maintain the standards of conduct as detailed within it.

I confirm that I have:

- Read and understood the Staff Code of Conduct
- Had the opportunity to ask questions about any aspects I was unsure about
- Understood that failure to comply with this code may result in disciplinary action
- Understood my responsibilities in relation to safeguarding, professional boundaries, and professional conduct

I understand that this code of conduct is not exhaustive and that if situations arise that are not covered by this code, I will use my professional judgement and act in the best interests of the school and its pupils.

Employee Details:

Employee name (print): _____

Job title: _____

Address: _____

Postcode: _____

Declaration:

Signature of Employee: _____ Date: _____

For Office Use:

Signed by CEO/Chair of the Board: _____

on behalf of The Lotus Academy Trust Ltd

Date: _____

Copy provided to employee: Yes ☐ No ☐

Copy placed on personnel file: Yes ☐ No ☐

Important Notes:

- This signed agreement form should be kept on the employee's personnel file
- A copy should be provided to the employee for their records
- Any updates to the code of conduct will require a new agreement form to be signed
- Staff should be given reasonable time to read the code before being asked to sign

Appendix A: Quick Reference Guide for Staff

DO: ✓ Maintain professional boundaries at all times ✓ Report all safeguarding concerns immediately ✓ Treat everyone with dignity and respect ✓ Use school communication

channels for contact with pupils/parents ✓ Keep personal information confidential ✓ Dress professionally ✓ Use technology appropriately ✓ Declare conflicts of interest and gifts over £25 ✓ Ask for help if you're unsure about anything

DON'T: ✗ Exchange personal contact details with pupils ✗ Connect with pupils on social media ✗ Use personal devices to photograph pupils ✗ Promise confidentiality to a child who discloses abuse ✗ Use inappropriate language ✗ Give gifts to pupils ✗ Meet with pupils one-to-one in private spaces ✗ Post anything about the school on social media without authorisation ✗ Ignore concerns about a colleague's conduct

In an emergency or if you have a safeguarding concern:

1. Speak to the Designated Safeguarding Lead immediately
2. Record your concern in CPOMS
3. Follow the school's safeguarding procedures
4. Do not investigate yourself

If you're unsure about anything:

- Speak to your line manager
- Speak to the Deputy Head
- Consult the relevant school policy
- Seek advice from HR

Remember: When in doubt, always act in the best interests of the child.