

	ATLAS Multi Academy Trust
PROFESSIONAL CODE OF CONDUCT To include Guidance for safer working practice for those working with children and young people in education settings	
Trust sub-committee: Standards Committee	
Co-ordinator: Mrs M Chapman	
Last Reviewed: Spring 2020	Next Review: Spring 2021
St Albans Girls' School : Beech Hyde Primary School and Nursery : Adeyfield School	
	
Signed by: Margaret Chapman <i>Executive Head Teacher</i>	Signed by: Rachael Kenningham <i>Chair of ATLAS Board of Directors</i>

In this policy the Headteacher or Principal will be referred to as the Headteacher.

1.	RATIONALE	
	1.1	This Code of Conduct is designed to give clear guidance on the standards of behaviour all school employees are expected to observe. School employees are role models, and are in a unique position of influence, and must adhere to behaviour that sets a good example to all the pupils/students 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.
	1.2	This Code of Conduct applies to all employees of the school. This Code of Conduct does not form part of any employees' contract of employment.
	1.3	In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.
2.	SETTING AN EXAMPLE	
		<ul style="list-style-type: none"> • All staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times • All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same • All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct • This Code helps all staff to understand what behaviour is and is not acceptable, regard should also be given to the disciplinary rules set out in the Schools' Disciplinary Policy and Procedure

		<ul style="list-style-type: none"> All staff are expected to familiarise themselves and comply with all school policies and procedures
3.	SAFEGUARDING PUPILS/STUDENTS	
		<ul style="list-style-type: none"> Staff have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse and neglect The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to the school's Designated Safeguarding Lead (DSL) for Child Protection The school DSLs are: St Albans Girls' School: Karen Thomas (Deputy Headteacher) Beech Hyde Primary School and Nursery: Kate Harvey (Headteacher) The Adeyfield Academy: Naomi Walker (Assistant Principal) Staff are provided with personal copies of the school's Child Protection Policy and Whistleblowing Procedure and staff must be familiar with these documents Staff should treat children with respect and dignity and must not seriously demean or undermine pupils, their parents or carers, or colleagues Staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students Staff must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare
4.	RELATIONSHIPS WITH OFFENDERS	
		<p>There is a duty to disclose all relationships which may create an enhanced risk to children – cohabitation with a person convicted of a serious offence, irrespective of whether the childcare disqualification by association regulations apply, could create potential for enhanced risk which when disclosed can be risk assessed against.</p>
5.	RELATIONSHIP WITH STUDENTS	
		<ul style="list-style-type: none"> Staff must declare any relationships that they may have with students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff should not assume that the school are aware of any such connections. A declaration form may be found in appendix 1 of this document Relationships with students must be professional at all times, physical relationships with students are not permitted and may lead to a criminal conviction Encouraging a relationship to develop in a way which may lead to a sexual relationship or any other inappropriate relationship will be viewed as a grave breach of trust Contact with students must be via school-authorized mechanisms and solely for educational purposes. At no time should personal telephone numbers, text, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students If contacted by a student by an inappropriate route, staff should report the contact to the Headteacher immediately Behaviour giving rise to concern should also be reported which includes pupils seeking affection, being sexually provocative or exhibiting overly familiar behaviour

6.	PUPIL/STUDENT DEVELOPMENT	<ul style="list-style-type: none"> • Staff must comply with school policies and procedures that support the well-being and development of pupils/students • Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students • Staff must follow reasonable instructions that support the development of pupils/students
7.	HONESTY AND INTEGRITY	<ul style="list-style-type: none"> • Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities. • 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 refer to the Whistleblowing procedure for schools. For further information see the Model Anti Bribery Policy for Schools available on the Grid. • Gifts from suppliers or associates of the school must be declared to the Headteacher, with the exception of “one off” token gifts from students or parents. Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.
8.	CONDUCT OUTSIDE OF WORK	<ul style="list-style-type: none"> • 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. • In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable. • Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance in the school. We would recommend that permission is sought in advance. • Forming inappropriate relationships or friendships with children or young people who are pupils or students at another school/college will be viewed as inappropriate and impact upon the schools ability to trust the member of staff to maintain professional boundaries with pupils at the school.
9.	ONLINE SAFETY AND INTERNET USE	<ul style="list-style-type: none"> • Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools’ E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work. • Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have. • Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos

		<p>or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.</p> <ul style="list-style-type: none"> • Contact with students should only made via the use of school email accounts or telephone equipment when appropriate and strictly for educational reasons. • Photographs/stills or video footage of students should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the school's procedures on school equipment.
10.	CONFIDENTIALITY	
		<ul style="list-style-type: none"> • 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 • 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/student's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate authority to deal with the matter • However, 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 • Staff are not allowed to make any comment to the media about the school, its performance, governance, pupils or parents without written approval. Any media queries should be directed to the Headteacher
11.	DRESS AND APPEARANCE	
		<ul style="list-style-type: none"> • All staff must dress in a manner that is appropriate to their role and promote a professional image at all times, as we are role models for impressionable young adults • Professional uniform and safety-wear must be worn, where provided • Appropriate footwear must be worn that is appropriate to a large and busy school environment e.g. Flip flops/backless shoes are not practical or appropriate in our work environment • Staff should dress in a manner that is not offensive, revealing or sexually provocative • Staff should dress in a manner that is absent from political or other contentious slogans • All tattoos are assessed individually. You should not have tattoos which could be considered discriminatory, racist, sexist, sectarian, homophobic, violent, intimidating or offensive. Tattoos on the face that are non-medical or not as a result of cosmetic surgery are not acceptable. A verifiable translation must accompany any tattoos containing non-English words, characters or representation and an explanation of the tattoos'

		<p>meaning or significance must also be provided. Any tattoos which appear to be discriminatory, offensive or provocative will not be accepted</p> <ul style="list-style-type: none"> • Any piercings should be discrete with a single nose stud the only acceptable facial piercing
12.	DISCIPLINARY ACTION	
		Staff should be aware that a failure to comply with the Code of Conduct could result in disciplinary action including but not limited to dismissal.
13.	COMPLIANCE	
		All staff must complete the form in appendix 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.
14.	MONITORING	
	14.1	This policy will be monitored regularly and all staff will receive a copy with a clear reminder of their professional roles and requirements working with young people.
	14.2	The Head will meet regularly with the DSP for feedback on any CP issues

PROFESSIONAL RESPONSIBILITIES

When using any form of ICT, including the Internet, in school and outside school

For your own protection we advise that you:

- Ensure all electronic communication with students, parents, carers, staff and others is compatible with your professional role and in line with school policies.
- Do not talk about your professional role in any capacity when using social media such as Facebook and You Tube.
- Do not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with your professional role.
- Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school video camera.
- Do not disclose any passwords and ensure that personal data (such as data held on MIS software) is kept secure and used appropriately.
- Only take images of students and/or staff for professional purposes, in accordance with school policy and with the knowledge of SLT.
- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Ensure that your online activity, both in school and outside school, will not bring the school or professional role into disrepute.
- Emails should ideally be checked daily as a minimum (on working days) or every other day if one day is particularly busy.
- You have a duty to report any Online Safety incident which may impact on you, your professionalism or the school.

Appendix 1

Relationships with Students outside of Work Declaration

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee Name	Student Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school I am aware that the following must be adhered to:-

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring
- I emphasise to parents that this is done completely independently of the school
- No monies come through the school at any point, informally (e.g. via the child) or formally
- No private tutoring is to take place on the school premises

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed

Date

Once completed, signed and dated, please return this form to the Head Teacher

Appendix 2

Confirmation of compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name:

Position/Post Held:

Signed: Date:

Once completed, signed and dated, please return this form to the Head Teacher

Appendix 3

Practical Guidance for Adhering to Procedures

SAFEGUARDING STUDENTS

Adults have a crucial role to play in the lives of children. This guidance has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct.

This means that these guidelines:

- apply to all adults working in Education and Early Years settings whatever their position, role or responsibilities

This means that staff should:

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour

This means that employers should:

- promote a culture of openness and support
- ensure that systems are in place for concerns to be raised
- ensure that adults are not placed in situations which render them particularly vulnerable
- ensure that all adults are aware of expectations, policies and procedures

This means that Leaders and Governing Bodies should:

- ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored

PROFESSIONAL BEHAVIOUR AND CONDUCT

This means that staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model
- make, or encourage others to make sexual remarks to, or about, a student
- use inappropriate language to or in the presence of students
- discuss their personal or sexual relationships with or in the presence of students
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

This means that staff should:

- be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children

This means that where no specific guidance exists staff should:

- discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the school's designated safeguarding lead. This will help to

ensure that the safest practices are employed and reduce the risk of actions being misinterpreted

- always discuss any misunderstanding, accidents or threats with the Head teacher or designated safeguarding lead
- always record discussions and actions taken with their justifications
- record any areas of disagreement and, if necessary refer to another agency/ the LA / Ofsted / NCTL / other Regulatory Body

DRESS AND APPEARANCE

This means that staff should wear clothing which:

- promotes a positive and professional image
- 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
- is compliant with professional standards

RELATIONSHIPS WITH STUDENTS

This means that staff should:

- not have any form of sexual contact with a student from the school
- avoid any form of touch or comment which is, or may be considered to be, indecent
- avoid any form of communication with a student which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- not make sexual remarks to or about a student
- not discuss sexual matters with or in the presence of students other than within agreed curriculum content or as part of their recognised job role

This means that staff should not:

- use their position to gain access to information for their own advantage and/or a student's or family's detriment
- use their power to intimidate, threaten, coerce or undermine students
- use their status and standing to form or promote relationships with students which are of a sexual nature, or which may become so

SOCIAL CONTACT OUTSIDE SCHOOL

This means that staff should:

- always approve any planned social contact with students or parents with senior colleagues, for example when it is part of a reward scheme
- advise senior management of any regular social contact they have with a student which could give rise to concern
- refrain from sending personal communication to students or parents unless agreed with senior managers
- inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship
- inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring

INFATUATIONS

This means that staff should:

- report any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff
- always maintain professional boundaries

This means that senior managers should:

- put action plans in place where concerns are brought to their attention

GIFTS, HOSPITALITY, REWARDS, FAVOURITISM AND EXCLUSION

This means that staff should:

- be aware of and understand their organisation's relevant policies, e.g. rewarding positive behaviour
- ensure that gifts received or given in situations which may be misconstrued are declared and recorded
- only give gifts to a student as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all students equally
- ensure that all selection processes of students are fair and these are undertaken and agreed by more than one member of staff
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual students

PHYSICAL CONTACT WITH STUDENTS

This means that staff should:

- be aware that even well intentioned physical contact may be misconstrued by the student, an observer or any person to whom this action is described
- never touch a student in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights
- always allow/encourage students, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed student is age appropriate
- always tell a colleague when and how they offered comfort to a distressed student
- establish the preferences of students
- consider alternatives, where it is anticipated that a student might misinterpret or be uncomfortable with physical contact
- always explain to the student the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender
- treat students with dignity and respect and avoid contact with intimate parts of the body
- always explain to a student the reason why contact is necessary and what form that contact will take
- seek consent of parents where a student is unable to give this e.g. because of a disability

- consider alternatives, where it is anticipated that a student might misinterpret any such contact
- be familiar with and follow recommended guidance and protocols
- conduct activities where they can be seen by others
- be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact

This means that education settings should:

- ensure they have a system in place for recording incidents and the means by which information about incidents can be easily accessed by senior management
- provide staff on a 'need to know' basis with relevant information about vulnerable children in their care
- have in place up to date guidance and protocols on appropriate physical contact, that promote safe practice and include clear expectations of behaviour and conduct.
- ensure that staff are made aware of this guidance and that it is continually promoted

BEHAVIOUR MANAGEMENT

This means that staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate e.g. by distraction
- always seek to defuse situations and avoid the use of physical intervention wherever possible
- where physical intervention is necessary, only use minimum force and for the shortest time needed
- keep parents informed of any sanctions or behaviour management techniques used
- be mindful of and sensitive to factors both inside and outside of the school which may impact on a student's behaviour
- follow the establishment's behaviour management policy
- behave as a role model
- avoid shouting at children other than as a warning in an emergency/safety situation
- refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI)
- be aware of the legislation and potential risks associated with the use of isolation and seclusion
- comply with legislation and guidance in relation to human rights and restriction of liberty

This means that staff should not

- use physical intervention as a form of punishment

ONE TO ONE SITUATIONS

This means that staff should:

- ensure that wherever possible there is visual access and/or an open door in one to one situations
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a student becomes distressed or angry
- consider the needs and circumstances of the student involved

TRANSPORTING STUDENTS

This means that staff should:

- plan and agree arrangements with all parties in advance
- respond sensitively and flexibly where any concerns arise
- take into account any specific or additional needs of the student
- have an appropriate licence/permit for the vehicle
- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive
- ensure that if they need to be alone with a student this is for the minimum time
- be aware that the safety and welfare of the student is their responsibility until this is safely passed over to a parent/carer
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified
- refer to Local and National guidance for Educational visits

MEDICATION

This means that staff should:

- not work with students whilst taking medication unless medical advice confirms that they are able to do so

E-SAFETY

This means that adults should:

- not seek to communicate/make contact or respond to contact with students outside of the purposes of their work
- not give out their personal details
- use only equipment and Internet services provided by the school follow their school's Acceptable Use policy
- ensure that their use of technologies could not bring their employer into disrepute
- ensure that settings are 'closed' or 'private'

PHOTOGRAPHY, VIDEO AND IMAGES OF CHILDREN

This means that staff should:

- adhere to their establishment's policy
- only publish images of students where they and their parent/carer have given explicit written consent to do so
- only take images where the student is happy for them to do so
- only retain images when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place in the school
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- be able to justify images of students in their possession
- avoid making images in one to one situations

This means that adults should not:

- take images of students for their personal use
- display or distribute images of students unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)
- take images of children using personal equipment
- take images of children in a state of undress or semi-undress
- take images of children which could be considered as indecent or sexual

EXPOSURE TO INAPPROPRIATE IMAGES

This means that staff should:

- abide by the establishment's acceptable use and e-safety policies
- ensure that children cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children are age appropriate

CURRICULUM

This means that staff should:

- have clear written lesson plans
- take care when encouraging students to use self-expression, not to overstep personal and professional boundaries
- be able to justify all curriculum materials and relate these to clearly identifiable lessons plans.

This means that adults should not:

- enter into or encourage inappropriate discussions which may offend or harm others
- undermine fundamental British values
- express any prejudicial views
- attempt to influence or impose their personal values, attitudes or beliefs on students

CONFIDENTIALITY

This means that staff:

- need to know the name of their Designated Safeguarding Lead and be familiar with LSCB child protection procedures and guidance, and are expected to treat information they receive about students and families in a discreet and confidential manner should seek advice from a senior member of staff (designated safeguarding lead) if they are in any doubt about sharing information they hold or which has been requested of them need to be clear about when information can/ must be shared and in what circumstances
- need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported need to ensure that where personal information is recorded using modern technologies that systems and devices are kept secure

INTIMATE/PERSONAL CARE

This means that education settings should:

- have written care plans in place for any student who could be expected to require intimate care
- ensure that students are actively consulted about their own care plan

This means that staff should:

- adhere to their organisation's intimate and personal care and nappy changing policies

- make other staff aware of the task being undertaken
- always explain to the student what is happening before a care procedure begins
- consult with colleagues where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with the student and their parents/carers
- avoid any visually intrusive behaviour
- where there are changing rooms announce their intention of entering
- always consider the supervision needs of the students and only remain in the room where their needs require this

This means that adults should not:

- change or toilet in the presence or sight of students
- shower with students
- assist with intimate or personal care tasks which the student is able to undertake independently

HOME VISITS

This means that staff should:

- agree the purpose for any home visit with their manager
- adhere to agreed risk management strategies
- avoid unannounced visits wherever possible
- ensure there is visual access and/or an open door in one to one situations
- always make detailed records including times of arrival and departure
- ensure any behaviour or situation which gives rise to concern is discussed with their manager

This means that education settings should:

- ensure that they have home visit and lone-working policies which all adults are made aware of. These should include arrangements for risk assessment and management
- ensure that all visits are justified and recorded
- ensure that staff are not exposed to unacceptable risk
- make clear to staff that, other than in an emergency, they should not enter a home if the parent/carer is absent
- ensure that staff have access to a mobile telephone and an emergency contact

WHISTLEBLOWING

This means that schools should:

- have a whistleblowing policy in place which is known to all
- have, as part of their safeguarding and child protection policy, clear procedures for dealing with allegations against persons working in or on behalf of the school

This means that staff should:

- report any behaviour by colleagues that raises concern
- report allegations against staff and volunteers to the Head Teacher, or where they have concerns about the Head Teacher report these directly to the Chair of Governors



Equality Impact Analysis

When reviewing all Trust policies, the following Equality Impact Analysis (EIA) should be undertaken to ensure fairness of the new proposals/policy and to identify any action needed to redress any potential discrimination, positively promoting equal opportunities, improved access and participation for all.

Title of Policy:	Professional Code of Conduct
Date:	Autumn 2021
EIA carried out by:	Mrs M Chapman
EIA reviewed by:	Standards Committee

Identify the aims and objectives of the policy, what will be the proposed change and how will it be implemented	
<p>Policy contains information about: Overall aims and objectives? What is the proposed change? Who is intended to benefit from the proposal and in what way? Outcomes of the policy? How will it be put into practice and who is responsible for this?</p>	<p>This Code of Conduct is designed to give clear guidance on the standards of behaviour all school employees are expected to observe. School employees are role models, and are in a unique position of influence, and must adhere to behaviour that sets a good example to all the pupils/students 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. This Code of Conduct applies to all employees of the school.</p>

Assessment of Impact? <i>To include impact of policy, any plans needed to mitigate any negative impact, equality issues to be addressed</i>		
Characteristic	Group	Effect/Impact
Age		No impact
Disability		
Gender reassignment		
Marriage/civil partnership		
Pregnancy/Maternity		
Race		
Religion or Belief		
Sex		
Sexual orientation		

Consultation	
<p>New policy contains information about: Policy audience, expected actions and outcomes Consultation and communication process</p>	<p>Policy consultation with all staff and Board of Directors</p>

Accessibility for all Fair access to the consultation process Lessons learnt from previous consultation, if appropriate	
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Decision	
Should the new proposal/policy be agreed and any impacts identified following consultations? What reasonable adjustments are required?	No issues or adjustments required

Action Planning	
Any actions identified to address inequality for different groups? Any actions identified to promote equality and diversity? Where are these actions recorded and who is responsible for them?	None

Monitoring and Review	
When will the impact assessment be reviewed? Who is responsible?	Spring 2021 Mrs M Chapman

Publication of the results of the impact assessment	
Results of EIA are published – where and when? The results are kept as a public record of the EIA – where and when?	With policy