

Code of Conduct for Safer Practice

Introduction

This document provides a guide for adults working in schools (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to **safeguard both adults and pupils**. It refers to and complements other policies and guidance in our school.

Always remember that while you are caring for other people's children, **you are in a position of trust** and your responsibilities to them and the organisation must be uppermost in your mind at all times. The child's welfare is paramount (Children Act 1989).

All adults working in the school should know the name of the Designated Safeguarding Lead in the school, be familiar with the school's child protection policy, and understand their responsibilities to safeguard and protect children and young people.

This policy should be read alongside the following other school policies:

- Behaviour (including Bullying) Policy
- Intimate Care Policy
- Safer Recruitment Policy
- Record Keeping Policy
- Physical Restraint Policy
- E-Safety Policy
- Social Networking Policy
- Health And Safety Policy
- Whistleblowing policy
- Lone Working Policy
- Educational Visits Policy
- Data Protection Policy
- DBS Policy
- Sex and Relationships Education Policy
- Medication procedures document – Section 40 of the Health and Safety Policy
- Sun Protection Policy

In addition all staff will have read Part 1 of *Keeping Children Safe in Education*, September 2016.

Further reference documents

- *'Guidance for Safer Working practice for adults who work with children and young people'* (Oct – 15)
- *'Keeping Children Safe in Education'* 2016
- *'What to do if you're worried a child is being abused'* 2015
- *'Information sharing'* 2015
- *WSCB Social Networking*
- School policies handbook
- WSCB website

Responsibilities

Ashton Keynes Church of England Primary School staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

The Code of Conduct should be provided to all staff, including temporary staff and volunteers, on induction.

Principles of professional practice

- All staff, governors and volunteers as appropriate to the role and/or job description, must:
 - Place the well-being and learning of pupils at the centre of their professional practice.
 - Have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
 - Treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
 - Model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
 - Respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education.
 - 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 school.
 - Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

Additional information for teachers

The new standards for teachers came into force on 1 September 2012. They replace the previous standards for qualified teacher status (QTS) and the core professional standards. Part two of the document entitled 'Personal and Professional Conduct' states the following:

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

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

<http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards>

Propriety, behaviour, reputation, dress and appearance

- All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute.
- A person's dress and appearance are matters of personal choice and self-expression. However staff and volunteers must ensure they are dressed decently, safely and appropriately for the tasks they 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.

Rationale

All staff set the tone and expectations for the school. Children are expected to dress neatly and it is therefore important that we lead by example. At all times we should be professional and take pride in our school.

Dress code

- Smart casual wear; unless part of a ‘dress down day’
- Safe, sensible and appropriate shoes for the task being undertaken
- Skirts should be of appropriate length
- Tops that give adequate coverage. Avoid tops with logos and writing on them.
- 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 premises.

- Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which could be considered inappropriate could render themselves vulnerable to criticism or allegations of misconduct.
- Staff should not make, or encourage others to make sexual remarks about others, or about a pupil; use inappropriate language to, or in the presence of pupils; discuss their personal, or sexual relationships in the presence of pupils, or make unprofessional comments that scapegoat, demean or humiliate others.

Confidentiality

- Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil'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 pupil.
- There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities.
- Confidential information about pupils must be held securely. Confidential information about pupils 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.
- If a member of staff is in any doubt about the storage of sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.
- Staff should have read, and signed to say they agree to follow the Data Protection Policy.

Curriculum

- 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.
- The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff.
- The governing body is required by law to have a policy on sex and relationships education and it forms part of this Code of Conduct.

Gifts, rewards, favouritism and exclusion

- It is against the law for public servants to take bribes. 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 pupils 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 from any one individual.
- Personal gifts must not be given to pupils. 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 pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism. All gifts given at the end of term are the same for each child in any given class.
- All children should be treated equally, with no child being, or made to feel, excluded.

Infatuations and crushes

- Adults must recognise that a pupil may be strongly attracted to a member of staff or volunteer and/or develop a heterosexual or homosexual infatuation. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, 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 pupil. 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, newly qualified teachers must recognise their particular vulnerability to pupil / parent infatuation.

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

- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust,
- Where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
- Where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others. Where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship.

Physical contact (general and as part of the curriculum) including intimate care

- There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils 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 pupil in one set of circumstances may be inappropriate in another, or with a different pupil.

- Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported to a senior member of staff.
- Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils 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, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and, so far as is possible, use a level of contact which is acceptable to the pupil for the minimum time necessary.
- There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.
- Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.
- Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil 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 pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.
- Pupils 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 pupils, 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 pupils concerned and sensitive to the potential for embarrassment.
- Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

Staff/pupils relationships, sexual conduct, power and abuse of trust

- Any sexual behaviour, whether homosexual or heterosexual, by a member of staff, volunteer or governor 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 pupils are in positions of trust. The Sexual Offences Act 2003 specifically established a criminal offence of the abuse of trust in relation to teachers and others who are in relationship of trust with 16 -18 year olds.
- 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'.
- 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 and volunteers should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

- A relationship between a member of staff, a volunteer or a governor and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of pupils and all adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification. It is important to recognise that women as well as men may abuse a position of trust.

Behaviour management and physical intervention

- All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating pupils by overweening physical presence is not acceptable in any situation.
- The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil 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. Staff should have regard to the health and safety of themselves 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. The school has a separate policy on the use of physical intervention which forms part of this Code of Conduct.
- All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

First aid and administration of medication

- Appropriate training will be provided before an individual takes on a role which may require administering first aid or medication
- Health care plan will be drawn up when a child has an ongoing medical condition that requires all staff to be aware.
- A log of incidents requiring first aid will be maintained. This will include the nature, time and location of the incident, and any actions taken. Parents will be informed when first aid has been administered.
- Parents will give written, and signed, permission and instructions if medications are to be administered in school by staff members.
- All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

1:1 situations and home visits / lone working situations

- All work with pupils and parents/carers should, whenever possible, be undertaken in the school. There are however occasions where it is necessary to arrange a home-visit.

- Staff working in one to one situations with pupils are more vulnerable to allegations. Staff 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 pupils 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 pupil. 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.
- Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless approval is obtained from their parent/ guardian and the head teacher or other senior colleague with delegated authority.

Trips (including overnight supervision), outings and school clubs

- Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers 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.
- Appropriate risk assessments must be in place prior to any off-site visit taking place. At Ashton Keynes Church of England Primary we use EVOLVE in partnership with Wiltshire Council - wiltshire.edufocus.co.uk to carry out risk assessments.
- Appropriate permissions will be sought prior to any off site activity.

Transporting pupils

- In certain situations e.g. out of school activities, staff, volunteers or governors may agree to transport pupils. 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.
- 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.
- Parents and carers permission will have been sought.
- Responsible adults will ensure seat belts are worn at all times.
- Correct adult to child ratios will be maintained at all times.
- The school emergency plan will be followed at all times should the need arise.

Use of photography, video and other images

- 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 school web sites,

productions or other purposes. A request that any photographs, or images, taken by parents at school events remain for personal use, and are not shared on social media will be made by the Headteacher in the safety / welcome speech at the beginning of any such event.

- 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 pupils who may be unable to question why or how the activities are taking place. Pupils who have been previously abused in this way may feel threatened by the use of photography, filming etc in the teaching environment.
- Staff should remain sensitive to any pupil 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.
- Using images of pupils for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must not be displayed on websites or publications without such consent.
- It is expected that staff will not use personal photographic equipment, including mobile phones to take images of children.
- When using a photograph the following guidance must be followed:
 - If the photograph is used, avoid using the full name of the pupil
 - If the pupil is named, avoid using the photograph
 - Images must be securely stored and used only by those authorised to do so.
 - Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
 - Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
 - Ensure that all images are available for scrutiny in order to screen for acceptability
 - Be able to justify the images made
 - Do not make images in one to one situations.
 - Do not take, display or distribute images of pupils unless there is consent to do so.
- The school has additional guidance on the use of images which includes a consent form. The guidance forms part of this Code of Conduct.
- When a student starts at Ashton Keynes Church of England Primary School, we seek permission from parents/carers to take and use images of children in a variety of ways, such as on the website or in the media. These permissions are kept on the staff drive of the school computer network and should be checked prior to using any images of children.

Exposure to inappropriate images

- In addition to those points already raised to prevent exposure to inappropriate images, the school uses South West Grid for Learning to filter inappropriate images and content. All staff will ensure they work within these parameters and that all images and content they bring into school, and use with the children meet these standards.

Acceptable use of technologies

Please refer to the WSCB Social Networking Policy.

Internet use

- The school has a separate policy outlining internet use, electronic communication and security which forms part of this Code of Conduct.
- Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct, as will bringing images into school, 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 lead to criminal prosecution and may result in barring from work with children and young people.
- Where indecent images of children or other unsuitable material are found, the Headteacher must be immediately informed; they will in turn alert the police and the designated officer(s) from the local authority as a matter of urgency.
- Please refer to the CP Policy for the allegation management procedures used by Ashton Keynes Church of England Primary School.

Use of social networking services and communication with young people

- Staff in school should read the Social Networking policy which specifies acceptable and permissible modes of communication
- School staff need to be aware and understand that disciplinary action could be taken if any comments on Twitter, Facebook etc should "be found to lower the reputation of the organisation, staff or customer." **Case law is quite clear: posts on social media should not be treated as private. Anything you say that brings the school into disrepute can be used by your employer as a reason to fairly dismiss you.**
- Staff should not give their personal contact details to children or young people, including their mobile telephone number and details of any blogs or personal websites
- Staff should only use equipment e.g. mobile phones, provided by organisation to communicate with children, making sure that parents have give permission for this form of communication to be used
- Staff should only make contact with children for professional reasons and in accordance with any organisation policy
- Staff should recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible
- Staff should not use internet or web-based communication channels to send personal messages to a child / young person
- Staff should ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum – **Always remember, when posting online you should always assume you are giving ammunition to your worst enemy, even when using the most restrictive settings.**
- No social media profile, or post should mention the school
- Staff should not befriend current, or recent, pupils of the school, and should be aware of the issues surrounding befriending parents, and as such should discourage this
- Staff should not link their e-mail accounts, or mobile phone numbers, to social media as this allows Facebook to harvest data and make recommendations of potential friends
- Mobile phones should not be accessed, or used, at any time that children are present, as this could be misinterpreted unless when following our medical conditions policy in the event of an ambulance being called.

Social contact

- Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils, or their parents, unless the need to do so is agreed with senior management.
- Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless approval is obtained from their parent/ guardian and the head teacher or other senior colleague with delegated authority.

Use of personal living space – maintaining privacy and professional boundaries

- We should not invite any student into our home unless the reason for this has been firmly established and agreed with parents/carers and senior managers. For a member of school staff who is also a parent of children in the school, it is recommended that permission of the parents is sought prior to play dates and sleepovers.

Sharing concerns and recording incidents

- All staff, volunteers and governors 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:

- Allows a pupil/young person to be treated badly; pretends not to know it is happening
 - Gossips/shares information inappropriately
 - Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
 - Dresses in a way which is inappropriate for the job role
 - Does not treat pupils fairly or demonstrates favouritism
 - Demonstrates a lack of understanding about personal and professional boundaries
 - Uses his/her position of trust to intimidate, threaten, coerce or undermine
 - Appears to have an inappropriate social relationship with a pupil or pupils
 - Appears to have special or different relationships with a pupil or pupils
 - Seems to seek out unnecessary opportunities to be alone with a pupil
- If you have any concerns about a student’s welfare refer to the - What to do if you are worried a child is being abused or neglected flowchart, displayed in the staffroom.
 - In addition, there is a separate procedure for dealing with allegations against staff. Please refer to the Allegations against adults - Risk of harm to children, also displayed in the staffroom.
 - If the allegation concerns the Headteacher, the Chair of Governors must be alerted instead.

Whistle Blowing

- Please refer to the Whistleblowing Policy.

Child safeguarding competencies for staff and volunteers who work with children and young people

The following competences are necessary:

Emotional awareness

- Aware of the range of emotions in self and others
- Demonstrates empathy for the concerns of others
- Listens to and understands directly and indirectly expressed feelings
- Encourages others to express themselves openly
- Manages strong emotions and responds constructively to the source of problems
- Listens to personal comments without becoming defensive
- In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down
- Has a range of mechanisms for dealing with stress, can recognise when to use them and shows respect for others' feelings, views and circumstances

Working within professional boundaries

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

Self-awareness

- Has a balanced understanding of self and others
- Has a realistic knowledge of personal strengths and weaknesses
- Can demonstrate flexibility of approach
- Shows a realistic appreciation of the challenges of working with this client group

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

- Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
- Has a good understanding of the safeguarding agenda
- Can demonstrate an ability to contribute towards a safe environment
- Is up-to-date with legislation and current events
- Can demonstrate how s/he has promoted 'best practice'
- Shows a personal commitment to safeguarding children

Policy review

The Governing Body will undertake an annual review of the Code of Conduct and remedy any deficiencies and weakness found without delay.

Date of policy last review: October 2017

Date of next review: October 2018

I understand and will abide by the Code of Conduct Policy and accept that failure to do so may result in this document being referred to, if disciplinary matters arise against me.

Name

Signature

Date

All staff must sign the centrally held record to show that they have read and agree to abide by this code of conduct.