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Townley School & Nursery
Crown Road,
Christchurch, Wisbech,
PE14 9NA
office@townley.cambs.sch.uk
Tel: 01354 638229
www.townley.cambs.sch..uk

Friday Bridge Primary School
Maltmas Drove
Friday Bridge, Wisbech
PE14 0HW
office@fridaybridge.cambs.sch.uk
Tel: 01945 860220
www.fridaybridge.cambs.sch.uk



Code of Conduct for All Adults Policy

September 2026

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1. Introduction

1.1. The Code sets out the professional standards expected and the duty upon adults to abide by it. All adults have a duty to keep pupils safe, promote their welfare and to protect them from radicalisation (the Prevent Duty), abuse (sexual, physical and emotional), neglect and harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrates integrity, maturity and good judgement. Following this Code will help to safeguard adults from being maliciously, falsely or mistakenly suspected or accused of misconduct in relation to pupils [see link to appropriate policy which covers this e.g. Safeguarding Policy, Procedure for Dealing with Allegations of Abuse Against Staff]. This Code underpins a whole-school culture where safeguarding is everyone's responsibility, and proactive vigilance is embedded in daily practice

1.2. For the purposes of this Code, the term and references to 'adult' means the following: governing body [and trust] members, all teaching and other employees (whether or not paid or unpaid, employed or self-employed and whether or not employed directly by the School, external contractors providing services to pupils on behalf of the School, teacher trainees and other trainees/apprentices, volunteers and any other individuals who work for or provide services on behalf of or for the School to include but not limited to all those detailed in the single central record (as amended). For the purposes of this Code 'young person/people', 'pupils' and 'child/ren' includes all those for whom the school provides education or other services.

1.3. This Code takes account of the most recent versions of the following guidance (statutory and non-statutory):

- 'Keeping Children Safe in Education' Department of Education ('DfE') (statutory)
- Working Together to Safeguard Children' HM Government (statutory)
- 'Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings' (non-statutory)

This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for adults. However, it does highlight behaviour that is illegal, inappropriate, or inadvisable in relation to the required professional standards. There will be occasions and circumstances in which adults must make decisions or act in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour to secure the best interests and welfare of the pupils.

1.4. Any behaviour in breach of this Code by employees may result in action under our disciplinary procedure. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. In certain cases, behaviour in breach of this Code may also lead to a referral to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) and may result in criminal proceedings where appropriate. The Governing Body will take a strict approach to serious breaches of this Code. Some breaches may be considered low-level concerns which may be dealt with informally or formally under the disciplinary procedure.

1.5. Safeguarding and Child Protection

Adults have a duty to act in accordance with the Safeguarding and Child Protection policy available from the induction pack given to all new starters, on Teams, the school website and staffroom and report any safeguarding, child protection, welfare or radicalisation concerns about a pupil to the Designated Safeguarding Lead.

1.6. Whistleblowing

Adults must raise any concerns they have about the safeguarding or child protection practices by following the Whistleblowing Policy, which is available from [detail internal process]. An adult who raises a matter under the whistleblowing policy or makes a public interest disclosure will have the protection of the relevant legislation.

1.7. Allegations of Abuse Against Teachers and Other Employees and Volunteers

Where it is alleged that an adult has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Then the governing body will follow the School's Procedure for Dealing with Allegations of Abuse Against Teachers and Other Employees and Volunteers, the [insert title e.g. Disciplinary Policy] and the guidance set out in Part Four of Keeping Children Safe in Education (KCSIE) and report any allegation that may meet the harm threshold to the Local Authority Designated Officer (LADO) without delay.

1.8. Low-Level Concerns

1.8.1. In accordance with Part Four of KCSIE, a low-level concern is defined as behaviour towards a child that does not meet the harm threshold, as outlined in 1.7 above, but is a concern that an adult, working in or on behalf of the [school or college], may have acted in a way that:

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

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

- being over-friendly with children/being over strict with children
- having favourites/disfavouring pupils
- 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

A centralised record of low-level concerns will be maintained by the school, as required by KCSIE.

1.8.2. The governing body is committed to creating and embedding a culture of openness, trust, and transparency in which the school's values and expected behaviours, as set out in this policy, are adhered to, monitored, and reinforced by all staff. All adults have a duty to report low-level concerns, in addition to concerns that meet the harm threshold, to those with designated safeguarding responsibilities to ensure matters are dealt with promptly and appropriately. The governing body will manage all such concerns in accordance with Part Four of Keeping Children Safe in Education.

1.8.3. If an adult has found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards, the adult should self-refer to those with designated safeguarding responsibilities. The governing body is committed to creating an environment where staff are encouraged and feel confident to self-refer.

2. Expected Professional Standards

2.1. All adults, as appropriate to the role and/or job description of the individual, 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 cooperation to support the young person's learning and wellbeing 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.
- Ensure that the same professional standards are always applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

2.2. Teachers are required to comply with the Teachers' Standards September 1st, 2012, Part 2: Personal and Professional Standards. All adults must be familiar with and act in accordance with the most recent versions of the following documents:

- Part 1 of Keeping Children Safe in Education DfE (statutory)
- Working Together to Safeguard Children HM Government (statutory)
- Prevent Duty Guidance HM Government (statutory)
- 'The Prevent Duty Departmental Advice for Schools and Childcare Providers' DfE
- 'Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings' (non-statutory)

2.3. All adults must speak up about behaviours or practices that could put children at risk and ensure they are reported via appropriate channels. An employee who fails to bring a matter of concern to the attention of senior management and/or the relevant agencies is likely to be subject to disciplinary action.

3. Confidentiality

3.1. As data controllers, all Schools are subject to the General Data Protection Regulation (GDPR) and Data Protection Act 2018 ("Data Protection Legislation"). In addition, teachers owe a common law duty of care to safeguard the welfare of their pupils. This duty is acknowledged in the provisions governing disclosure of information about pupils.

3.2. Adults may have access to special category personal data about pupils and their families, which must be kept confidential at all times and only shared when legally permissible to do so and in the interests of the child. Records should only be shared with those who have a legitimate professional need to see them. In circumstances where special category personal data needs to be shared, the Data Protection Legislation contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent. In such cases,

adults have a duty to pass the information on without delay to those with designated safeguarding responsibilities. See paragraph 18 below.

3.3. Confidential or personal information about a pupil or their family must never be disclosed to anyone other than on a need-to-know basis and advice should be sought prior to disclosure to ensure such disclosure is in accordance with the Data Protection Legislation, The Education (Pupil Information) Regulations 2005 (Maintained Schools), and the School's Privacy Notices. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. The information must never be used to intimidate, humiliate, or embarrass the pupil. The information must never be used by anyone for their own or others advantage (including that of partners, friend's relatives or other organisations).

3.4. 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. The information must only be stored for the length of time necessary to discharge the task for which it is required. If a pupil or parent/carer makes a disclosure regarding abuse or neglect, the adult must follow the School's procedures and the guidance as set out in 'Keeping Children Safe in Education' DfE. Confidentiality must not be promised to the pupil or parent/carer, however, reassurance should be given that the information will be treated sensitively.

3.5. If an adult is in any doubt about the storage or sharing of information, they must seek guidance from the Designated Safeguarding Lead and for data breaches [insert details re. reporting data breaches e.g. the Data Protection Officer]. Any media or legal enquiries must be passed to the headteacher.

4. Propriety, Behaviour and Appearance

4.1. All adults working with children 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 to maintain the confidence and respect of their colleagues, pupils and the public in general. An adult's behaviour or actions, either in or out of the workplace or online, must not compromise their position within the work setting, or bring the school into disrepute. Non-exhaustive examples of unacceptable behaviour are contained in our disciplinary procedure/rules.

4.2. Adults are required to notify the school immediately of any allegation/s of misconduct that are of a safeguarding nature made against them (or implicating them), by a child or adult in relation to any outside work or interest (whether paid or unpaid) and, of any arrest or criminal charge whether child-related or not. Where employees fail to do so, this will be treated as a serious breach of this Code and dealt with under our disciplinary procedure.

4.3. Individuals should not:

- Behave in a manner that 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 pupil.
- Use inappropriate language to or in the presence of pupils.
- Discuss their personal or sexual relationships with or in the presence of pupils.
- Make, or encourage others to make, unprofessional personal comments that scapegoat, demean, discriminate, or humiliate, or might be interpreted as such.
- Behaving in an unsuitable way towards, around or to children may result in disqualification from childcare under the Childcare Act 2006, prohibition from teaching by the Teaching Regulation Agency (TRA), a bar from engaging in regulated activity, or action by another relevant regulatory.

4.4. A person's dress and appearance are matters of personal choice, self-expression, religious and cultural customs. However, adults must maintain an appropriate standard of dress and personal appearance at work which promotes a positive and professional image. Adults should be mindful that children are expected to wear a school uniform, so should ensure their own appearance is of a similar standard. Staff are expected to dress in a professional, appropriate and practical manner that reflects their role as members of the school community. Clothing should be appropriate for the working environment, clothing and footwear must be safe and clean and take account of health and safety considerations. Adults must ensure they are dressed in ways that are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be religious and culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. This also applies to online or virtual teaching. Adults who dress or appear in a manner that may be considered inappropriate could render themselves vulnerable to criticism or, where the adult is an employee, allegations of misconduct that may lead to action under our disciplinary procedure. All adults working in school must ensure their footwear has enclosed toes. Staff in EYFS may wear jeans and a school polo shirt, other staff should not wear jeans unless appropriate for the activity (for example on a school trip where the children are wearing non-uniform or dress down days). providing suitable coverage and enabling staff to carry out their duties safely and effectively. Underwear should remain covered and not be visible. Open-toed footwear is not permitted, and Croc-style footwear is not suitable except where required when supporting swimming lessons. Gym-style clothing is not considered appropriate professional school wear; leggings may be worn underneath suitable clothing such as tunics or dresses. Jeans are not considered professional school wear. However, they may be worn where explicitly authorised by the Executive Headteacher, for particular roles, activities or phases where this is necessary to support practical working requirements.

4.5. When supporting PE, staff must wear the appropriate PE kit, consisting of tracksuit bottoms, a T-shirt and trainers or bare feet, as appropriate to the expectations for the children. Jewellery must not be worn during PE, and long hair must be tied back. Staff must ensure that their school lanyard, including the emergency exit key, is with them at all times and take appropriate care when wearing or carrying it.

4.6. Clothing must also be appropriate to the activity and environment. For example, staff supporting Forest School should wear clothing and footwear that meet the expectations for the children and allow them to participate safely and comfortably. Staff are expected to use professional judgement and ensure that their dress and appearance are suitable for their role, the activities they are supporting and the needs of the children.

4.7. Personal items or materials of a sexually explicit nature, or those that could reasonably be considered offensive, discriminatory, threatening, extremist, or otherwise inappropriate must not be brought onto or stored on school premises or school-owned equipment. This includes, but is not limited to:

- material that promotes hatred or violence,
- content that undermines the dignity of individuals or groups based on protected characteristics (e.g., race, religion, sex, sexual orientation, disability),
- media that glorifies criminal behaviour or illegal drug use,
- or content that could be perceived as undermining the professional standards or safeguarding obligations of the school.

5. Sexual Contact with Children and Young People and Abuse of Trust

5.1. A relationship between an adult and a child or young person is not a relationship between equals; the adult has a position of trust, power, or influence. There is potential for exploitation and harm of children or

vulnerable young people and all adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Adults must not use their position to gain access to information for their own advantage and/or a pupil's or family's detriment or use their power to intimidate, threaten, coerce, or undermine current or former pupils. Adults must not use their status or position to form or promote relationships with children (whether current or former pupils or not), that are of a sexual nature, or which may become so.

5.2. Adults should maintain appropriate professional boundaries and avoid behaviour that might be misinterpreted by others. They should report any incident with this potential to a senior manager. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and/or parents online have a responsibility to always model safe practice.

5.3. Any sexual behaviour or activity, whether homosexual or heterosexual, by an adult with or towards a child/pupil 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. Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it an offence for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.

5.4. 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', Appendix A defines sexual abuse as "…forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening…"

5.5. Adults must not have sexual relationships with pupils or have any form of communication with a child, which could be interpreted as sexually suggestive or provocative i.e., verbal comments, letters, notes, texts, electronic mail, phone calls, social networking contact or physical contact. The adult should not make sexual remarks to, or about, a child or discuss their own sexual relationships with or in the presence of pupils. Adults should take care that their language or conduct does not give rise to comments or speculations. Attitudes, demeanour, and language all require care and thought.

5.6. 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. Adults 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.

6. Infatuations and Crushes

6.1. A child or young person may develop an infatuation with an adult who works with them. An adult, who becomes aware (may receive a report, overhear something, or otherwise notice any sign, no matter how small or seemingly insignificant) that a pupil has become or maybe becoming infatuated with them or a colleague, must report this without delay to the Headteacher or the most senior manager, so that appropriate action can be taken to avoid any hurt, distress, or embarrassment. 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.

6.2. Examples of situations that must be reported are given below:

- Where an adult is concerned that they might be developing a relationship with a pupil which could have the potential to represent an abuse of trust

- Where an adult is concerned that a pupil is becoming attracted to them or that there is a developing attachment or dependency
- Where an adult 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 an adult is concerned about the apparent development of a relationship by another adult or receives information about such a relationship

7. Gifts, Rewards, Favouritism and Exclusion

7.1. It is against the law for public servants to take bribes. Adults 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/carers wish to pass small tokens of appreciation to adults 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.

7.2. Personal gifts to individual pupils or their families/carers should not be given, as they may be misinterpreted as attempts to bribe, groom, or seek favour. However, small, low-value items given to a whole class may be appropriate if they are inclusive in nature and clearly intended as a gesture of appreciation. These should be proportionate, non-preferential, and aligned with the ethos of the school. Any reward given to an individual pupil should follow the school's behaviour policy, and not be based on favouritism.

7.3. Care should be taken when selecting children for specific activities, jobs, privileges and when pupils are excluded from an activity to avoid perceptions of favouritism or injustice. Methods of selection and exclusion should be subject to clear, fair, and agreed criteria.

8. Social Contact and Social Networking

8.1. All communication between adults and pupils must remain within clear, professional boundaries at all times. This includes the use of all forms of technology, such as mobile phones, tablets, text messages, emails, instant messages, websites, and social media platforms (e.g. Facebook, Instagram, Twitter, WhatsApp, Snapchat, and similar apps), as well as forums, blogs, gaming sites, and video or image-sharing tools.

Adults must not communicate with pupils via personal social media accounts, nor should they accept or initiate friend or follower requests or engage in messaging through such platforms. Communication should only take place through school-approved channels and systems, and only for legitimate professional reasons.

Adults must not share or request personal information with or from pupils, except where it is necessary and appropriate to their professional role. All communication must be transparent, professional, and should never give rise to perceptions of favouritism, personal familiarity, or grooming behaviour.

8.2. Adults must not give their personal contact details such as home/mobile phone number; home or personal e-mail address or social networking details to pupils unless the need to do so is agreed upon in writing with senior management. If, for example, a pupil attempts to locate an adult's personal contact details and attempts to contact or correspond with them, the adult should not respond and must report the matter to their manager.

8.3. Adults must ensure their use of social media and online platforms is consistent with the professional standards expected by the school. Privacy settings should be reviewed and applied to restrict pupil access to personal profiles, photographs, and other content. Adults should avoid posting material that

could be perceived as unprofessional, discriminatory, or damaging to the reputation of the school or their role within it.

8.4. As social media content can be publicly accessible and long-lasting, adults are personally responsible for what they share. Online activity — including posts, comments, and profile images — should not undermine confidence in their suitability to work with children and young people. Even if an account includes a disclaimer that views are personal, material that is inconsistent with the values and expectations of the school may still result in reputational or disciplinary consequences.

8.5. Adults must not use school systems or devices for accessing social media platforms for personal use unless explicitly authorised.

8.6. Adults are advised not to have any online friendships with any young people under the age of 18 unless they are family members or close family friends. Adults are advised not to have online friendships with parents or carers of pupils or members of the Governing Body. Where such online friendships exist, adults must ensure appropriate professional boundaries are maintained.

8.7. It is acknowledged that adults may have genuine friendships and social contact with parents or carers of pupils, independent of the professional relationship. Adults should, however:

- Inform senior management of any relationship with a parent/carer where this extends beyond the usual parent/carer/professional relationship.
- Advise senior management of any regular social contact they have with a pupil or parent/carer, which could give rise to concern.
- Inform senior management of any requests or arrangements where parents/carers wish to use their services outside of the workplace e.g., babysitting, tutoring.
- Always approve any planned social contact with pupils or parents/carers with senior colleagues, for example, when it is part of a reward scheme.
- If a parent/carer seeks to establish social contact, or if this occurs coincidentally, the adult should exercise their professional judgment and should ensure that all communications are transparent and open to scrutiny.
- Some employees may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the employee or seeks support outside of their professional role this should be discussed with senior management and, where necessary, referrals made to the appropriate support agency.

9. Physical Contact, Personal Privacy and Personal Care

9.1. There are occasions when it is entirely appropriate and proper for employees to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. 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, culture, and background. Employees must always use their professional judgement. 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.

9.2. Physical contact should never be secretive, casual, or for the gratification of the adult, or represent a misuse of authority. Adults should never touch a pupil in a way that may be considered indecent. If an adult believes that an action could be misinterpreted, the incident and circumstances should be reported

as soon as possible [to the manager and recorded in the school's incident book, and, if appropriate, a copy placed on the pupil's file].

9.3. 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, employees should seek the pupil's permission before initiating contact. Adults 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.

9.4. There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Adults should always remain self-aware in order that their contact is not threatening, intrusive or subject to misinterpretation. Adults should always tell a colleague when and how they offered comfort to a distressed pupil by informing their line manager.

9.5. Where an adult has a particular concern about the need to provide this type of care and reassurance, they should seek further advice from a senior manager.

9.6. Some employees, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils 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 a safe and open environment. Adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

9.7. All parties should clearly understand from the outset what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers informed of the extent and nature of any physical contact may also prevent allegations of misconduct from arising. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent/carer.

9.8. Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision 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. Adults who are required as part of their role to attend changing rooms should announce their intention of entering any pupil changing rooms and only remain in the room where the pupil/s needs require this.

9.9. Employees with a job description that includes intimate care duties will receive appropriate training and written guidance, including a care plan for any pupil who is expected to require such support. Staff must follow the school Intimate and Personal Care Policy. No adult outside of the designated staff team should be involved in intimate care unless in an emergency.

Where appropriate, staff may offer verbal or visual prompts to support pupils in developing independence with personal care. This can be an important and proportionate step for pupils working towards managing these tasks themselves. However, staff must not undertake any personal or intimate care tasks that a pupil is capable of completing independently.

To minimise the risk of safeguarding allegations for both pupils and staff, it is advised that intimate care is carried out in the vicinity of another adult wherever possible — one of whom may act solely in a monitoring capacity. In such instances, the monitoring adult does not need to be named in the pupil's care plan, but the arrangement should be understood and agreed as part of routine procedure.

Any changes to a care plan, even temporary, must be documented in writing without delay. A signed record should be kept of all intimate and personal care tasks, including times the adult(s) left and returned to the room if carried out elsewhere.

10. Behaviour Management and Physical Intervention

10.1. All pupils have a right to be treated with respect and dignity. Adults 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. Deliberately intimidating pupils by shouting aggressively, hectoring, or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of our Behaviour Policy.

10.2. Staff should understand the importance of challenging inappropriate behaviours between peers, including peer on peer sexual violence and sexual harassment. Downplaying certain behaviours (e.g., dismissing sexual harassment as “just banter”) can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Where pupils display difficult or challenging behaviour, adults should follow the school’s or setting’s behaviour and discipline policy using strategies appropriate to the circumstance and situation.

10.3. Physical intervention can only be justified in exceptional circumstances. Non-statutory guidance is available from the Department of Education website. See ‘Use of reasonable force - advice for Head Teachers, Staff and Governing Bodies’. Adults 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 maintaining good order and discipline. Adults should have regard for the health and safety of themselves and others. It is always unlawful to use force as a punishment. The use of unreasonable physical force is likely to constitute a criminal offence.

10.4. Adults must never use force as a form of punishment. This is both unlawful and a breach of safeguarding principles.

10.5. Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including a risk assessment, should be put in place and agreed upon by all parties. Where it is judged that a pupil’s behaviour presents a serious risk to themselves or others, a robust risk assessment that is regularly reviewed and a physical intervention plan, where relevant, must be put in place. All incidents and subsequent actions should be recorded and reported to a manager and the pupil’s parents/carers. Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place that the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit the use of unlawful physical intervention or deprive a pupil of their liberty. The Federation has separate policies on Behaviour Management and the Use of Physical Intervention.

11. First Aid and Medication

11.1. The school has a separate policy on supporting pupils with a medical condition. Employees should have regard to the statutory guidance ‘Supporting pupils at school with medical conditions’ DfE December 2015, which includes advice on managing medicines. All settings must have an adequate number of qualified first aiders/appointed persons. Employees must have had the appropriate training and achieved the necessary level of competency before administering first aid or medication or taking on the responsibility to support pupils with medical conditions. If an adult is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Lead.

11.2. Adults taking medication that may affect their ability to care for children should seek medical advice regarding their suitability to do so and should not work with pupils whilst taking medication unless

medical advice confirms that they are able to do so. Adult medication on the premises must be securely stored out of the reach of children.

12. One to One Situations and Meetings with Pupils

12.1. One to one situation has the potential to make children/young person's more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Adults 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 adults 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 adult and pupil, which should be reviewed regularly. Where such a meeting is demonstrably unavoidable, it is advisable to avoid remote or secluded areas and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Where staff are expected to work on one to one with a pupil on a virtual platform, clear expectations should be set out for all those involved that are reflective of the settings safeguarding policies and procedures. Any arrangements should be reviewed on a regular basis.

12.2. Pre-arranged meetings with pupils away from the premises or on the School site when the School is not in session are not permitted unless written approval is obtained from their parent/carer and the Headteacher or another senior colleague with delegated authority.

12.3. No pupil should be in or invited into, the home of an adult who works with them unless they are family members or close family friends, in which case adults are advised to notify their line manager. Pupils must not be asked to assist adults with jobs or tasks at or in their private accommodation or for their personal benefit.

12.4. During exam periods, there may be instances where timetable clashes require alternative arrangements to preserve the integrity of the examination process. In such cases, exam boards may permit candidates to sit an exam the following morning, including Saturdays. To comply with exam board requirements, the centre must implement appropriate supervision arrangements that ensure both the security of the examination and the candidate's wellbeing during the intervening period, including during travel and overnight.

Supervision may be undertaken by a parent or carer. Where school employees are asked to supervise pupils — including in their own homes — this must only take place with prior approval from senior leadership. In all cases where employees are involved in supervision, two employees must be present at all times. This is to ensure safeguarding best practice and to maintain the validity of the examination arrangements, in line with the expectations of awarding bodies.

12.5. Other than in an emergency, an adult must not enter a pupil's home if the parent/carer is absent. Always make detailed records including times of arrival and departure and ensure any behaviour or situation that gives rise to concern is discussed with a senior manager/Headteacher. A risk assessment should be undertaken, and appropriate risk management measures put in place prior to any planned home visit taking place. In the unlikely event that little or no information is available, home visits should not be made alone. [The school has a separate home visit and lone-working policy.]

13. Transporting Pupils

13.1. In certain situations, e.g., out of school activities, adults may agree to transport pupils. Transport arrangements should be made in advance by a designated employee who will be responsible for planning and overseeing all transport arrangements and responding to any concerns that may arise. 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.

13.2. Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. The driver should be aware of the current legislation concerning the use of car seats for younger children where applicable. It is illegal to drive using hand-held phones or similar devices and the driver must ensure that they adhere to all driving regulations.

13.3. It is inappropriate for adults to offer lifts to a pupil unless the arrangement has been agreed in advance with a senior manager and, where it falls outside their normal working duties, with the pupil's parent or carer. Where such arrangements are approved, the following conditions must be met to ensure safety and compliance with legal and safeguarding requirements:

- The driver must hold a full, **clean driving licence.**
- The vehicle must be roadworthy, appropriately taxed and insured for business use.
- A current MOT certificate must be in place where applicable.
- The vehicle must be fitted with legally compliant and age-appropriate car seats or restraints where required.
- Wherever possible, two members of staff should be present in the vehicle to safeguard both the pupil and the adult.

These safeguards are designed to protect pupils, staff and the reputation of the school. Any deviation from this guidance must be authorised by senior leadership and risk-assessed accordingly.

13.4. There may be occasions where a pupil requires transport in an emergency or where not to give a lift may place a pupil at risk. Such circumstances must always be recorded and reported to a senior manager [insert mechanism for reporting and recording here] and parents/carers.

14. Educational Visits and School Clubs

14.1. Adults 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. Adults remain in a position of trust and the same standards of conduct apply. Please refer to the school's policy on educational visits and the Health and Safety policy.

15. Curriculum

15.1. Some areas of the curriculum can include or raise a subject matter which is sexually explicit, of a political, cultural, religious, or 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 areas of risk and sensitivity.

15.2. The curriculum can sometimes include or lead to an unplanned discussion about the subject matter of a sexually explicit, political, cultural, religious, or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and adults must take guidance in these circumstances from the Designated Safeguarding Lead. Adults must not enter or encourage inappropriate discussion about sexual, political, or religious activity or behaviour or, discussions that may offend or harm others. Adults should take care to protect children from the risk of radicalisation and should act in accordance with the advice given under Part 1 of Keeping Children Safe in Education DfE and accordingly must not express any prejudicial views or attempt to influence or impose their personal values, attitudes, or beliefs on pupils.

15.3. Please refer to the school's policy on sex and relationships education (SRE) and, the policy on spiritual, moral, social, and cultural development (SMSC), which promotes fundamental British values. Care should be taken to comply with these policies and ensure they are consistently applied.

16. Photography, Videos, and other Creative Arts

16.1. Please refer to the school's guidance on e-safety, the use of images and the consent forms therein. Adults should have regard to the ICO CCTV code of practice and the guidance 'Taking Photographs in Schools'.

16.2. Many educational activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for displays, publicity, to celebrate achievement or, to provide evidence of the activity. An image of a child is personal data, and it is, therefore, a requirement under Data Protection Legislation that explicit consent is obtained from the parent/carer of a child before any images are made such as those used for School websites, notice boards, productions, or other purposes, unless an alternative legal justification for processing this data is applicable.

16.3. Adults need to be aware of the potential for such images to be taken and/or 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. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

16.4. Adults should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to consider the wishes of the child, remembering that some children do not wish to have their photographs taken.

16.5. Adults should only use equipment provided or authorised by the school to make/take images and should not use personal equipment, mobile telephones, or any other similar devices to make/take images.

16.6. The following guidance should be followed:

- If a photograph is used, avoid naming the pupil.
- If the pupil is named, avoid using the photograph.
- Photographs/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/images when the lesson/activity is concluded.
- Only retain images when there is a clear and agreed purpose for doing so.
- Ensure that a senior colleague is aware that the photography/image equipment is being used and for what purpose.
- Ensure that all photographs/images are available for scrutiny to screen for acceptability.
- Be able to justify the photographs/images made.
- Do not take images of pupils for personal use.
- Only take images where the pupil consents to this and, where the pupil is under the age of 18, where parental or carer consent has also been obtained. [information relating to which pupils have given consent can be found xxx]
- Do not take photographs in one-to-one situations.
- Do not display or distribute photographs/images of pupils unless there is consented to do so from the parent/carer.

- Only publish images of pupils where they and their parent/carer have given explicit written consent to do so.
- Do not take images of pupils in a state of undress or semi-undress.
- Do not take images of pupils which could be considered indecent or sexual.
- Do not take images of a child's injury, bruising or similar (e.g., following disclosure of abuse) even if requested by children's social care.
- Do not make audio recordings of a child's disclosure.

17. Use of technology for online/virtual teaching

17.1. Staff should use school devices and contact pupils only via the pupil school email address/log in. This ensures that the school's filtering and monitoring software is enabled.

17.2. In deciding whether to provide virtual or online learning for pupils, senior leaders will consider issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required, etc. Virtual lessons will be timetabled and senior staff, DSL and/or heads of department will be able to drop into any virtual lesson at any time – the online version of entering a classroom.

17.3. Staff engaging in online learning should display the same standards of dress and conduct that they would in person; they should also role model this to pupils and parents. The following points should be considered: -

- think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be nondescript.
- staff and pupils should be in living / communal areas – no bedrooms.
- staff and pupils should be appropriately dressed.
- filters at a child's home may be set at a threshold which is different to the school.
- resources/videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content. Consider avoiding direct links to platforms such as YouTube in case of autoplay or links to other videos that have not been vetted.

17.4. It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and/or parent immediately and end the online interaction if necessary. Recording lessons does not prevent abuse. Staff will adhere to the school's policy on recording of online lessons. If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately.

17.5. If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil/parent is not able to identify the staff member's personal contact details.

18. Use of ICT Facilities and Monitoring

18.1. This section should be read in conjunction with the School's Acceptable Use of ICT Facilities Policy/social media Policy]. Posting, creating, accessing, transmitting, downloading, uploading, or storing any of the following material (unless it is part of an authorised investigation) is likely to amount to gross misconduct and result (where the adult is employed) in summary dismissal (this list is not exhaustive):

- Pseudo-images of children (child abuse images), pornographic or sexually suggestive material or images of children or adults which may be construed as such in the circumstances (that is, writing, texting, pictures, films, and video clips of a sexually explicit or arousing nature)
- Any other type of offensive, obscene or discriminatory material, criminal material or material which is liable to cause distress or embarrassment to the school or others.

18.2. If indecent images of children are discovered at the premises or on the school's equipment/devices, an immediate referral should be made to the school's designated Safeguarding Lead and Headteacher (unless they are implicated) and the external Designated Officer (DO) and, if relevant, the police contacted. The images/equipment should be secured, should not be used by others, and should be isolated from the network. There should be no attempt to view, tamper with or delete the images as this could jeopardise any necessary criminal investigation. If the images are of children are known to the school, a referral should also be made to children's social care in accordance with local arrangements.

18.3. The contents of our ICT resources and communications systems are our property. Therefore, adults should have no expectation of privacy in any message, files, data, document, facsimile, telephone conversation, social media post, conversation or message, or any other kind of information or communications transmitted to, received, or printed from, or stored or recorded on our electronic information and communications systems. We reserve the right to monitor, intercept and review, without prior notification or authorisation from adults. Usage of our IT resources and communications systems, including but not limited to telephone, e-mail, messaging, voicemail, CCTV, internet and social media postings and activities are monitored to ensure that our rules are being complied with and for the following purposes:

- To monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Code.
- To assist in the investigation of alleged wrongful acts
- To comply with any legal obligation

18.4. Personal data will be stored in accordance with the School's Privacy Notices. We may store copies of data or communications for a period of time after they are created and may delete such copies from time to time without notice. If necessary, information may be handed to the police in connection with a criminal investigation.

18.5. A CCTV system monitors Townley School 24 hours a day. This data is recorded and may be used as evidence of any alleged wrongdoing.

18.6. Cyberbullying can be experienced by adults as well as pupils. Adults should notify the headteacher if they are subject to cyber-bullying, which includes the misuse of staff photos using Artificial Intelligence (AI). The school will endeavour to protect adults and stop any inappropriate conduct.

19. Reporting Concerns and Recording Incidents

19.1. All adults must report concerns and incidents in accordance with the guidance set out in Keeping Children Safe in Education DfE and the Managing Allegations of Abuse Against Staff and Volunteers Policy. In the event of an allegation being made, or an incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher or Designated Safeguarding Lead, as appropriate. If any concerns are raised via a third party, the Headteacher or Designated Safeguarding Lead should collect as much evidence as possible. Where low-level concerns are raised the Headteacher, Senior Manager or Designated Safeguarding Lead should speak to the individual involved and any witnesses and consider the matter under the Disciplinary Procedure which may result in informal

or formal action. An employee who fails to bring a matter of concern to the attention of senior management and/or the relevant agencies will be subject to disciplinary action.

19.2. In addition to behaviours outlined elsewhere in this Code and, the types of abuse and neglect set out in Keeping Children Safe in Education DfE, the following is a non-exhaustive list of some further behaviours which would be a cause for concern:

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 that is inappropriate for the job role.
- Does not treat pupils fairly - demonstrates favouritism.
- Demonstrates a lack of understanding about personal and professional boundaries.
- Uses their 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.
-

20. CODE OF CONDUCT FOR FENLAND SCHOOLS FEDERATION GOVERNING BODY

20.1 This code of conduct details the behaviour and professional standards required from school governors in order for the governing body to properly carry out its work within the school and the community.

It recognises that effective governance is the result of strong professional relationships that are based on mutual understanding of roles and responsibilities. Our Governing Body will use this code of conduct alongside individual role descriptions to ensure all governors understand what is expected of them.

20.2 ***This Code of Conduct embraces The Nolan Principles of Public Life:***

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

20.3 AS A GOVERNING BODY WE WILL FOCUS ON OUR STRATEGIC FUNCTIONS:

Establishing the strategic direction, by:

- Setting the vision, values and ethos of the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the headteacher
- Monitoring progress against school improvement targets
- Performance managing the headteacher,
- Ensuring the performance management of all staff
- Contributing to school self-evaluation
- Ensuring the voices of stakeholders are heard

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

20.4 AS INDIVIDUALS ON THE GOVERNING BODY WE AGREE TO:

Fulfil our roles & responsibilities

- We accept that our role is strategic and so will focus on the core functions.
- We will develop, share and live the ethos and values of our school.
- We agree to adhere to school policies and procedures.
- We will work collectively for the benefit of the school and only speak or act on behalf of the governing body if we have the authority to do so.
- We will be candid but constructive and respectful when holding senior leaders to account.
- We accept collective responsibility for all decisions made by the governing body and will stand by the decisions that we make.
- We will consider how our decisions may affect the school and local community.
- Where decisions and actions conflict with the Seven Principles of Public Life or may put pupils at risk, we will speak up.
- We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
- We will publish on the school website the structure and remit of the governing body and any committees, and the full names of the chair of each.
- We will strive to uphold the school's reputation in our private communications (including on social media).

- When making or responding to complaints we will follow the established procedures.

Demonstrate our commitment

- We acknowledge that accepting office as a governor involves the commitment of significant time and energy.
- We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make every effort to attend all meetings and where we cannot attend, explain in advance why we are unable to.
- We will arrive at meetings prepared, having read all papers in advance, and ready to make a positive contribution and observe protocol.
- We will get to know the schools well and respond to opportunities to involve ourselves in school activities.
- We will visit the schools, with all visits arranged in advance with the Executive Headteacher and undertaken within the policy established by the governing body.
- When visiting the schools in a personal capacity (i.e. as a parent/carer), we will continue to honour the commitments made in this code.
- We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.
- We will confirm our eligibility to be a governor, complete declarations on Governor Hub, and inform the clerk immediately if there is a change.
- We accept that as governors we need to have an enhanced DBS check and Section 128 check on appointment.

Build and maintain relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express our views openly, courteously and respectfully in all our communications with other governors and staff both inside and outside of meetings.
- We will support the chair in their role of leading the governing body and ensuring appropriate conduct.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will develop effective working relationships with the school leaders, staff, parents, and other relevant stakeholders from our local community.
- We will ensure that an appropriate balance is reached between providing challenge and support to the headteacher.
- We will disclose any relationships with other governors or staff at the schools within the Federation, and allow this information to be published on the school website.

Respect confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff, pupils or parents (both inside and outside school).
- We will not reveal the details of any governing body discussion or how governors vote, unless agreed.
- We will exercise the highest degree of prudence when discussions regarding school business arise outside a governing body meeting.
- We understand that the requirements of confidentiality will continue to apply after we leave office and will ensure that any information relating to the school is returned to the school.
- We will only use secure emails and ensure that confidential and sensitive data is kept securely, both paper and electronic versions.

Declare conflicts of interest and be transparent

- We will declare any business, personal or other interest that we have in connection with the governing body's business and will record these electronically on the Register of Business Interests, and accept that the Register of Business Interests will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise, and if a conflicted matter arises in a meeting, we will offer to leave for the duration of the discussion and any subsequent vote.
- We will act in the best interests of the Federation as a whole and not as a representative of any group, even if elected to the governing body.
- We will not use the governing body to enhance or influence the education of our own children or those personally known to us or pursue personal agendas.
- We accept that a governor paid to work at the school, other than the headteacher, must withdraw and cannot vote in relation to the pay or performance appraisal of any particular person working at the school.
- We accept that the headteacher must withdraw and cannot vote in relation to their own pay or performance appraisal.
- We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- We will ensure the same information will be published for associate members, making clear whether they have voting rights on any of the committees to which they have been appointed.
- We accept that information relating to governors will be collected and logged on the DfE's national database of governors (Get information about schools), some of which will be publicly available.

21.5 BREACH OF THIS CODE OF CONDUCT

- In the event that there is a serious breach of the code of conduct by a governor behaving in a manner that would be inconsistent with the Nolan Principles of Public Life and the school's ethos and values, the governing body has the right to hold that individual governor to account.

- In this case, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

- Should it be the chair that we believe has breached this code, another governing body member, such as the vice chair will investigate.