

MODEL CODE OF CONDUCT FOR SCHOOL STAFF IN BRIGHTON & HOVE



Formal Consultation:

- B&H Code of Conduct working group (representing headteachers from all phases and LA colleagues and teaching unions) - 7 Dec 2018
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Staff code of conduct

Rudyard Kipling Primary School



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1. Aims, scope and principles

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

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

The main principles from the BHCC local government officer code of conduct for employees are included within this schools code but you can read the full information [here](#).

Many of the principles in this code of conduct are based on the [Teachers' Standards](#).

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

We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards.

We expect all support staff, governors and volunteers also to act with personal and professional integrity, respecting the safety and wellbeing of others.

We expect all school staff to comply with the code of conduct for employees whose work brings them into contact with young people (see Appendix 1).

Staff are expected to support/adhere to the ethos/values of the school.

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures and rules (see Appendix 2).

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

2. Legislation and guidance

The school is required to set out a staff code of conduct under regulation 7 of [The School Staffing \(England\) Regulations 2009](#).

In line with the statutory safeguarding guidance '[Keeping Children Safe in Education](#)', the school should have a staff code of conduct, which should cover acceptable use of technologies, staff/pupil relationships and communications, including the use of social media.

3. General obligations

Staff set an example to pupils. They will:

- Maintain high standards in their attendance and punctuality
- Never use inappropriate or offensive language in school
- Treat pupils and others with dignity and respect
- Show tolerance and respect for the rights of others
- Not undermine fundamental values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Express personal beliefs in a way that will not overly influence pupils, and will not exploit pupils' vulnerability or might lead them to break the law
- Understand the statutory frameworks they must act within
- Teachers must adhere to the national Teachers' Standards

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

Staff will ensure that all information given to the school about their qualifications and professional experience is correct.

Staff are required to inform the headteacher if they are undertaking any regular work outside of the school, either currently or subsequent to commencement of employment. This means that the school is better able to monitor total working hours under its health & safety/working time directive commitment.

4. Safeguarding

Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, or neglect.

Staff will familiarise themselves with our safeguarding policy and procedures and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.

Our safeguarding policy and procedures* and the Code of conduct for employees whose work brings them into contact with young people (see appendix 1) are available in the staff room and from the school office. New staff will also be given copies on arrival.

5. Staff/pupil relationships

Staff will observe proper boundaries with pupils that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

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

- This takes place in a public place that others can access
- Others can see into the room

- A colleague or line manager knows this is taking place

Staff should avoid contact with pupils outside of school hours if possible. Personal contact details should not be exchanged between staff and pupils. This includes social media profiles (see also para 6).

While we are aware many pupils and their parents may wish to give gifts to staff, for example, at the end of the school year, gifts from staff to individual pupils are not acceptable (see para 10).

If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, this should be reported to their line manager or the headteacher. See Appendix 1 for more information including that for educational visits and extra-curricular activities.

6. Communication and social media

School staff's personal social media profiles should not be available to pupils and should be set to private. Under normal circumstances, staff should not attempt to contact pupils or their parents via social media, or any other means outside school, in order to develop any sort of relationship. Staff will ensure that they do not post any images online that identify children who are pupils at the school without appropriate consent.

Staff must not give students their personal mobile or home telephone numbers and must not engage in text message correspondence with students.

Under normal circumstances staff must use the school email addresses for all school related correspondence (and students should be instructed to do the same). Return of student's personal email should be limited to acknowledging receipt.

It is important that email correspondence respects the same norms as all other interaction with students.

The receipt of inappropriate or unwarranted calls or messages from students must be reported to a member of the senior leadership team (SLT).

Staff must not knowingly enter into correspondence with students via internet social networking sites. When using such sites themselves, staff should remember that they can often be identified as employees of the school, and must respect the school's ethos and avoid bringing it or any individual employee or student into disrepute.

Staff who use social networking sites should ensure that maximum privacy settings are activated and must not accept current students as friends or followers. Connections with ex-students under the age of 20 must be declared to the school's designated safeguarding lead (DSL).

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

7. Acceptable use of technology

Staff will not use technology in school to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content.

Staff should not use personal mobile phones and laptops, or school equipment for personal use, in front of pupils. They will also not use personal mobile phones or cameras to take pictures of pupils.

Contacting families using personal phones should be avoided.

Work phones or mobile devices must be password protected and loss of such items may result in all data being removed.

The employer has the right to monitor emails and internet use on the school IT system for appropriate reasons.

8. Equality & diversity

- The School is committed to increasing equality, opportunities and fairness inside our school and to eliminating discrimination.
- As an employee, you have both legal duties and personal responsibilities in relation to equality and you are expected to play an active part in making sure the school delivers equality and diversity outcomes as set out in its Equality Policy.
- You must treat all colleagues and students fairly and with dignity and respect at all times whilst responding positively and appropriately to meet diverse needs. Similarly, you are also entitled to be treated fairly and with respect by all those with whom you come into contact in your day-to-day work.
- If you feel you have been unfairly treated, bullied, harassed or discriminated against by another member of staff, you should refer to the [Dignity & Respect at Work Policy](#) and guidance that will explain how you can raise a complaint.

9. Confidentiality

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

This information will never be:

- Disclosed to anyone without the relevant authority
- Used to humiliate, embarrass or pressure others
- Used for a purpose other than what it was collected and intended for
- This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child is at risk of harm. Staff must be aware that they are responsible not only for their own safe and appropriate behaviour, but for reporting any conduct by a colleague which gives rise to concern. The process for doing this is set out in the Whistleblowing policy, which is available on the school website.
- Staff will act in accordance with the General Data Protection Regulations

Staff must recognise that information about students or colleagues is regarded as sensitive data and must not be taken off site without appropriate permission. Staff must follow the secure methods for working offsite and for uploading confidential matters to external systems/agencies. Advice may be sought from the Designated Safeguarding Officer or from the Data Protection Officer.

Staff should not discuss colleagues inappropriately with students. Staff should support the schools policies and ethos at all times in communications with students, families and outside agencies.

10. Rewards & gifts

Staff should not give individual gifts or rewards to students outside the school's normal rewards processes, and should avoid displaying any favouritism towards particular students. Doing so may be misconstrued as grooming by the student or by others.

Once again, should there be exceptional circumstances which appear to justify the giving of a personal gift, a member of SLT should be consulted and informed.

Staff should not offer or accept individual gifts, hospitality or services which could or might

appear to imply an improper obligation.

It is understood staff may receive presents from students or parents but these should be within reason, without obligation and not exceeding £25 per student, without declaration to the headteacher.

11. Professional dress & appearance

When at work, staff are expected to dress and present themselves in an appropriate way which reflects the seriousness and professionalism of their role and which avoids conveying inappropriate messages.

12. Conduct outside of work

Staff will not act in a way that would bring the school or the teaching profession into disrepute. This covers relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the school on social media.

Staff must inform the headteacher as soon as possible if they are arrested (even if no action is taken against them) or they are subsequently cautioned or convicted in connection with any offence. This does not include minor driving offences such as fixed-penalty notices for speeding unless:

- driving is a key requirement of their job, for example, driving a School/Council vehicle or driving their own vehicle regularly on Council business
- the conviction results in disqualification from driving

Disclosing that you have been arrested, cautioned or convicted of a criminal offence does not necessarily mean that disciplinary action will be taken against you. Consideration will be given to the extent to which your conduct:

- affects your suitability to carry out your job
- impacts on work colleagues, young people, contractors/partners with whom the school/council works and
- the wider impact your conduct has on the School's valued image and reputation.

Failing to disclose such information, even where no charges are brought against you, may also lead to disciplinary action under the School's Disciplinary Procedure.

In the event that you are sentenced to immediate imprisonment, you are likely to be instantly dismissed without notice and notice pay.

13. Monitoring arrangements

This policy will be reviewed every 2 years, but can be revised as needed with consultation. It will be ratified by the full governing board.

14. Links with other policies

This policy links with our policies on:

- Staff disciplinary procedures (which will be used if staff breach this code of conduct).
- Staff grievance procedures
- Safeguarding procedures
- Whistleblowing policy
- E-safety policy

- Use of ICT policy
- Equality policy
- Declaration of Interests

More details on the following areas, which are not covered in detail in this school Code of Conduct, can be found in the [BHCC Code of Conduct for Employees](#) for local government officers:

- Political neutrality/activity/restricted posts
- Outside commitments/Working Time Directive/declaration of interests
- Membership of closed organisations
- Tendering/dealing with contractors
- Close personal relationships at work
- Corruption, fraud and dishonesty
- Use of council facilities/resources
- Information Governance & Use of ICT
- Legacies
- Inventions/patents/copyright etc./conferences
- Appointing staff/discipline & grievance
- Sponsorship, giving or receiving
- Information, openness and confidentiality
- Financial resources/regulations

A Code Of Conduct For Employees Whose Work Brings Them Into Contact With Young People

Introduction

This code of conduct is intended to help staff minimise the risk of being accused of improper conduct towards the young people with whom they come into contact during their work. The code also outlines what steps will be taken if an allegation is made against a member of staff by a pupil although this is dealt with in more detail in the Codes of Practice on suspension and investigation.

The code also outlines the action to be taken by employees when they suspect child abuse by a person outside or inside the school. Guidance under this code of conduct links to the provisions under the Protection of Children Act (POCA) but also to the Protection of Vulnerable Adults Act (POVA) when working with older pupils (including those with special needs). The handling of such matters is dealt with fully in the school's Safeguarding and Child Protection policy. It is important to recognise that child abuse may be physical, sexual or psychological and that it has been increasingly detected and brought to the attention of the general public in recent years. Whilst many child abusers are known to the victim either as relatives or friends of the family, some meet children in other contexts and a small minority of these may gain access to children in schools as teachers or support staff or through their voluntary involvement in school activities.

Pupils should not feel inhibited from reporting any abuse against them by staff. This will include not only serious abuse but also any incident where a pupil has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour. Headteachers working with employees generally will continue to do all they can to ensure that the environment within schools encourages truthful reports of any inappropriate behaviour.

1 Guidelines for employees

1.1 Private meetings with pupils

- a) Employees should be aware of the dangers, which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area, which is likely to be frequented by other people. Meetings with pupils away from the school premises are not permitted unless the specific approval of the headteacher has been obtained.
- b) Where such conditions cannot apply employees are advised to ensure that another adult knows that the interview is taking place. The use of 'engaged' signs or lights is not advisable.
- c) Where possible another pupil or another adult should be present or nearby during the interview.
- d) Before transporting students in private cars advice must always be sought from a member of SLT.

1.2 Caring for pupils with particular problems

- a) Employees who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.

- b) Wherever possible employees who have to help children with toileting difficulties should be accompanied by another adult, and pupils should wherever possible be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for employees and the emphasis will be on what is reasonable in all the circumstances.

1.3 Reporting incidents

Following any incident where an employee feels that his/her actions have been, or may be, misconstrued he/she should discuss the matter with the headteacher. Where it is agreed with the headteacher the employee should provide a written report of the incident. It is especially important to speak with the headteacher in cases where an employee had been obliged to restrain a pupil physically and/or where a complaint has been made by a pupil, parent/carer or other adult.

Staff who feel that they may be the subject of inappropriate attention from a student should raise this concern immediately with the school's Designated Safeguarding Officer.

1.4 Where physical contact may be acceptable

- a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent/carer would give. Employees should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where an employee has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the headteacher.
- b) Some employees are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include:- showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE, and contact activities at a youth club. Employees should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted. Such occasions should be reported to the Head teacher or the Designated Safeguarding Officer.
- c) There may be occasions where it is necessary for employees to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to restrain a pupil he/she should discuss the matter as advised in paragraph 1.3 above.

1.5 Gratuitous physical contact with pupils

- a) Physical contact may be misconstrued by a pupil, parent/carer or observer. Such contact can include well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, which if repeated with an individual pupil could lead to serious questions being raised. Therefore as a general principle, employees must not make gratuitous physical contact with their pupils and it is unwise to attribute touching to their teaching style or as a way of relating to pupils.
- b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that employees understand this both to protect their own position and the overall reputation of the school.

1.6 Where conversations of a sensitive nature may be appropriate

- a) Many employees have a pastoral responsibility for pupils and in order to fulfil that role effectively there will be occasions where conversations will cover particularly sensitive matters. Employees must in these circumstances use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.
- b) Other employees in schools may from time to time be approached by pupils for advice. Pupils may also appear distressed and employees may feel the need to ask if all is well. In such cases employees must follow the procedures outlined in school Safeguarding and Child Protection policy.

1.7 Inappropriate comments and discussion with pupils

- a) As with physical contact, comments by employees to pupils either individually or in groups can be misconstrued. As a general principle therefore employees must not make unnecessary comments to and/or about pupils which could be construed to have a sexual connotation. It is also unacceptable for employees to introduce or to encourage debate amongst pupils in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson, or the circumstances. At the same time it is recognised that a topic raised by a pupil is best addressed rather than ignored.
- b) Systematic use of insensitive, disparaging or sarcastic comments is also unacceptable.

1.8 Choice and use of teaching materials

When using teaching materials of a particularly sensitive nature an employee should be aware of the danger that their selection could be misinterpreted and may be criticised after the event.

1.9 General relationships and attitudes

Employees should ensure that their relationships with pupils are appropriate to the age and gender of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when employees of either sex are dealing with adolescent boys and girls.

1.10 Educational visits and extra-curricular activities

Employees should be particularly careful when supervising pupils in a residential setting such as a ski trip, outdoor education camp or extended visit away from home. Similarly, the less formal approach adopted in extra-curricular activities generally can be open to misinterpretation. Although more informal relationships in such circumstances tend to be usual, the standard of behaviour expected of employees will be no different from the behaviour expected within school.

When organising a trip it is essential that all necessary procedures have been followed in advance and that staff are fully aware of the nature of their responsibilities for supervision and care.

2 Steps to be taken when allegations are made against an employee

- a) Employees working in schools are particularly vulnerable both to the possible consequences of their close relationships with pupils and to malicious or misplaced allegations made by pupils deliberately or innocently, arising from normal and proper association with them in school.

- b) For this reason, where a serious allegation is made, the arrangements for making a preliminary assessment of whether there is substance in the allegation, the procedure set out in the School Disciplinary Procedure & Guidance on the Suspension of Staff, will be followed.
- c) Where an allegation is made which, if substantiated, would appear to indicate an offence of gross misconduct (see paragraphs 3.1 and 5.1 of the Disciplinary Rules) the employee will be suspended from duty. Suspension is intended as a neutral act taken as a precautionary measure.
- d) Where suspension takes place a contact will be nominated who is not conducting the investigation to provide information and support to the employee. The person nominated as the contact will discuss with the employee any welfare needs he/she may have and will act as a liaison point between the employee and those conducting the investigation.
- e) The Authority has procedures for managing allegations against people who work with children and vulnerable adults which will be followed.

3 Action to be taken by employees where child abuse is suspected

- a) Instructions on the procedures where child abuse outside the school is suspected are given in the Authority's Model Safeguarding Policy. Information on this should be held in all Schools.
- b) In the event that an employee suspects that a pupil is being abused by a member of staff in school or elsewhere, a report should be made in strict confidence to the School's Designated Safeguarding Officer (often the headteacher). Prior to any internal investigations, the headteacher should immediately inform the Local Authority Designated Officer (LADO) who shall inform the area Social Services team and police child protection unit. Arrangements for investigating the allegation will be discussed with the headteacher. No investigation shall commence within the school prior to these arrangements being made.
- c) If the headteacher is suspected of improper conduct the employee concerned should make his/her report directly to the Local Authority Designated Officer / Strategic Director.

3 Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which employees relate to pupils and where opportunities for their conduct to be misconstrued might occur. In all circumstances professional judgement will be exercised. For the vast majority of employees this code of conduct will serve only to confirm what has always been their practice. If employees have any doubts about the advice contained in this document, they should consult their headteacher.

From time to time, however, it is advisable for all employees to reappraise their teaching styles, relationships with pupils and their manner and approach to individual pupils, to ensure that they give no grounds for any doubts in the minds of colleagues, pupils or parents.

End.

DISCIPLINARY RULES - SCHOOLS

1 Introduction

- 1.1 The Governing Body is required, in accordance with the provisions of the Education Reform Act 1988, to establish disciplinary rules covering all employees working at the school, and to ensure that they are made known to the staff.
- 1.2 The disciplinary rules for the school are set out below. Whilst every effort has been made to identify all conduct that would be unacceptable, the list is not exhaustive. These rules will provide helpful guidance both to individual employees, and to senior staff in their management roles.
- 1.3 A code of conduct for employees whose work brings them into contact with young people is part of this document and should be read in conjunction with these disciplinary rules.
- 1.4 The head teacher may delegate responsibility outlined in this code to an appropriate member of the Senior Leadership Team or the Child Protection Team.

2 Disciplinary and dismissal procedure

The Governors have also, in accordance with the provisions of the Education Reform Act 1988, prepared a disciplinary and dismissal procedure and made it known to staff. That procedure sets out the arrangements which apply where a breach of discipline is alleged. Sanctions available in accordance with that procedure range from formal disciplinary warnings to dismissal. The procedure also ensures that there is a right of appeal against such sanctions.

3 Types of misconduct

- 3.1 Certain types of misconduct are so unacceptable that the employee's continued presence at work, even whilst the matter is being investigated, cannot be countenanced. Such misconduct falls within the term "gross misconduct" and examples are set out in Section 5.1 below. It is particularly important that staff at the school are aware of the examples of gross misconduct given. It is essential that all concerned are aware of the standards of behaviour expected both insofar as their own employment is concerned and for the overall good of the school.
- 3.2 Examples of other types of misconduct, not sufficiently serious to warrant consideration of summary dismissal, are set out under the heading 'Other Misconduct' in Section 5.2 below. Some examples of misconduct referred to in this section are more serious than others. A single incident of misconduct in some cases may not warrant immediate formal disciplinary action but may, more appropriately, be remedied by discussion and counselling sessions (see paragraph 1.4 of the Disciplinary and Dismissal Procedure). In others it will warrant a first warning. Other instances of misconduct may be regarded as sufficiently serious to warrant a disciplinary warning at intermediate or final level even where the employee does not have any other disciplinary warnings on the record. It is not possible to identify within the examples of misconduct, what level of sanction, if any, would be appropriate in each case. Much will depend on the particular circumstances of the case.

4 The Employee's response

- 4.1 All allegations of misconduct will be investigated. The investigation will include a discussion(s) with the employee. If it is decided to hold a formal hearing the disciplinary/dismissal procedure will apply. The employee will have the opportunity to present his/her case at the formal hearing and to be accompanied by a trade union representative or colleague employed at the school/college.

- 4.2 An employee's response to an allegation of misconduct is important. It will:-
- a) assist in reaching a fair conclusion about an alleged incident where the facts are disputed.
 - b) establish the employee's view about the seriousness of the alleged misconduct. The view of the employee can be of particular importance because it will demonstrate whether or not he/she understands and accepts the standards of behaviour expected by the Governing Body.

5 Disciplinary rules

5.1 Gross misconduct

The following are examples of behaviour which could lead to summary dismissal. The list is not exhaustive, and it is acknowledged that it will be necessary to exercise judgement in specific cases to determine whether particular misconduct is to be regarded as gross misconduct. Any decision to dismiss an employee must be fair and reasonable in all the circumstances.

- a) Any form of physical violence towards students. Please refer to the Code of Conduct for employees whose work brings them into contact with young people.
- b) Physical violence, actual or threatened towards other staff or visitors to the school.
- c) Any sexual approach or response to a pupil or the development of an intimate relationship with a pupil, whatever the provocation. Please refer to the Code of Conduct referred to at (a) above.
- d) Sexual offences, sexual insults or sexual discrimination against pupils, other staff or visitors to the school.
- e) Racial offences, racial insults or racial discrimination against pupils, other staff or visitors to the school.
- f) Theft of Council monies or property and of monies or property of colleagues, pupils or visitors to the school. Removal from school premises of property which is not normally taken away without the express authority of the Head or of the owner of the property may be regarded as gross misconduct.
- g) Deliberate falsification of documents such as time sheets, bonus sheets, subsistence and expense claims for the purpose of gain.
- h) Acceptance of bribes or other corrupt financial practices.
- i) Wilful damage of Council property or of property belonging to other staff, pupils or visitors to the school.
- j) Willful disregard of safety rules or policies affecting the safety of pupils, other staff or visitors to the school.
- k) Any willful act which could result in an action for negligence against the Council or the school.
- l) Refusal to comply with reasonable instructions given by staff with a supervisory responsibility.
- m) Gross neglect of duties and responsibilities.
- n) Unauthorised absence from work.
- o) Being untruthful and/or engaging in deception in matters of importance within the school community including deliberate refusal to assist with/ withholding information relating to a disciplinary investigation .

- p) Deliberate breaches of confidentiality particularly on sensitive matters.
- q) Being incapable by reason of alcohol or drugs (not prescribed for a health problem) from fulfilling duties and responsibilities of employment. The Council has produced advice that would need to be taken into account in the case of staff who may be dependent on alcohol.
- r) Conduct which substantially brings the name of the school into disrepute or which seriously undermines confidence in the employee.
- s) Serious misuse of the School/Council computer facilities (please refer to the school's Online Safeguarding policy).
- t) Corrupt or improper practice (i.e. when an employee improperly uses, or attempts so to use, his/her official position for his/her own private advantage or some other person.

5.2 Other misconduct

The following are examples of behaviour which could lead to formal disciplinary warnings.

- a) Unsatisfactory timekeeping without permission.
- b) Neglect of safety rules and procedures. Some offences of willful neglect may be regarded as gross misconduct.
- c) Breaches of confidentiality. Deliberate breaches on sensitive matters may be regarded as gross misconduct.
- d) Failure to comply with reasonable work related requirements or lack of care in fulfilling the duties of the post.
- e) Behaviour towards other employees, pupils and visitors which gives justifiable offence. Certain behaviour giving rise to offence may be regarded as gross misconduct.
- f) Acting in a manner which could reasonably be regarded as rude, impolite or contemptuous. In certain circumstances such behaviour may be regarded as gross misconduct.
- g) Conduct which it is considered adversely affects either the reputation of the school or affects confidence in the employee.

END.