



Code of Conduct for all Adults

Lionel Walden Primary School

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Code of Conduct for all Adults

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1. Statement of Intent:

At Lionel Walden Primary School, we are committed to providing a safe, supportive and inclusive environment in which every child can learn, thrive and achieve their full potential. We recognise that all adults working in or on behalf of the school play a vital role in safeguarding and promoting the welfare of children.

This Code of Conduct sets out the professional standards, behaviours and expectations required of all adults associated with the school. It is designed to promote safe, respectful and professional relationships, maintain public confidence in the school and ensure that all adults act with honesty, integrity and accountability.

The school is committed to fostering a culture of openness, trust and professional challenge, where safeguarding is everyone's responsibility. Adherence to this Code helps protect children from harm, supports positive working relationships and safeguards adults from misunderstandings, allegations or situations that could compromise their professional integrity.

2. Aims

This Code of Conduct aims to:

- Safeguard and promote the welfare of all pupils.
- Establish clear expectations regarding professional behaviour and conduct.
- Promote a culture of professionalism, accountability and mutual respect.
- Support all adults in maintaining appropriate professional boundaries.
- Ensure consistency in standards of behaviour across the school community.
- Protect adults from circumstances that may lead to actual or perceived misconduct.
- Promote public confidence in the integrity and professionalism of the school.
- Ensure all adults understand their responsibilities in relation to safeguarding, child protection, confidentiality, online safety and professional conduct.
- Encourage the reporting of safeguarding concerns, allegations and low-level concerns in accordance with statutory guidance and school procedures.
- Support compliance with relevant legislation, statutory guidance and local authority requirements.

3. Scope

This Code of Conduct applies to all adults working in or on behalf of Lionel Walden Primary School, including:

- Governors.
- Employees.
- Agency and supply staff.
- Apprentices and trainees.
- Volunteers.
- Contractors.
- External providers delivering services to pupils.
- Students on placement.
- Any other individual undertaking work for or on behalf of the school.

For the purposes of this policy, the term *adult* refers to all individuals listed above. References to *children*, *young people* and *pupils* include all children for whom the school provides education or other services.

4. Legal Framework:

This Code of Conduct applies to all adults working in or on behalf of Lionel Walden Primary School, including governors, employees, agency staff, apprentices, volunteers, contractors, trainees and any other individuals undertaking work for or on behalf of the school.

This policy has been developed with regard to the following legislation and guidance:

- Keeping Children Safe in Education (KCSIE) (DfE)
- Working Together to Safeguard Children
- The Education Act 2002
- The Children Act 1989 and 2004
- The Childcare Act 2006
- The Sexual Offences Act 2003
- The Equality Act 2010
- The Human Rights Act 1998
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Prevent Duty Guidance
- Guidance for Safer Working Practice for Adults Working with Children and Young People in Education Settings
- Teachers' Standards (where applicable)

All adults are expected to familiarise themselves with and comply with the requirements of this Code, alongside the school's safeguarding, child protection, behaviour, online safety, staff disciplinary, whistleblowing and data protection policies.

Failure to comply with this Code may result in management action, disciplinary action or referral to external agencies where appropriate. Serious breaches may constitute gross misconduct and could result in dismissal or other regulatory action.

5. Related Policies and Procedures

This Code of Conduct should be read alongside other school policies and procedures that establish expectations for safeguarding, professional behaviour, staff conduct and information management.

All adults are expected to familiarise themselves with and comply with the requirements of the following policies, procedures and guidance, as applicable to their role:

- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Managing Allegations Against Staff and Volunteers Procedure
- Low-Level Concerns Policy and Procedures
- Behaviour Policy
- Online Safety (E-Safety) Policy
- Acceptable Use of ICT Facilities Policy
- Data Protection Policy
- Privacy Notices
- Staff Disciplinary Policy and Procedure
- Staff Grievance Policy
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- Educational Visits Policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Social Media Guidance

- Artificial Intelligence (AI) and Emerging Technologies Guidance (where applicable)

Adults are responsible for ensuring that they understand and adhere to the requirements of these policies. Where there is any uncertainty regarding expectations, responsibilities or professional conduct, advice should be sought from a line manager, senior leader or the Designated Safeguarding Lead.

Where there is any conflict between this Code of Conduct and another school policy, the matter should be referred to the Headteacher for clarification. Safeguarding and child protection requirements will always take precedence where a child's welfare is concerned.

6. Use of Artificial Intelligence (AI)

Lionel Walden Primary School recognises the potential benefits of artificial intelligence (AI) technologies in supporting teaching, learning, administration and professional practice. However, all adults remain professionally accountable for any decisions, communications, assessments, reports or other work produced or supported by AI systems.

The use of AI must never compromise the safety, wellbeing, privacy or educational interests of pupils, families, staff or the wider school community.

All adults must:

- Use AI tools responsibly, ethically and professionally.
- Ensure that all work produced using AI is reviewed, checked and approved by the member of staff before use or publication.
- Exercise professional judgement when using AI-generated content and not rely on AI outputs as the sole basis for decision-making.
- Ensure that any information used or generated complies with the school's safeguarding, data protection, confidentiality and information security requirements.
- Be transparent where AI has been used to significantly support the creation of professional documents, reports or communications when appropriate to do so.
- Consider the accuracy, suitability, bias and appropriateness of AI-generated content before using it with pupils, parents, carers or colleagues.

Adults must not:

- Enter personally identifiable information relating to pupils, families, staff, governors or other members of the school community into publicly available AI platforms unless specifically authorised and compliant with data protection legislation.
- Upload safeguarding records, SEND documentation, medical information, behavioural records, assessment information, personnel information or any confidential school information into AI systems that have not been approved by the school.
- Use AI to draft safeguarding records, witness statements or professional reports without careful review and verification.
- Present AI-generated material as their own professional judgement where the content has not been checked and validated.

- Use AI tools to create, access, share or generate inappropriate, discriminatory, offensive or misleading content.
- Use AI in ways that could undermine professional relationships, academic integrity, safeguarding responsibilities or public confidence in the school.
- When using AI to support planning, administration, resource creation or communication, staff remain fully responsible for the accuracy, quality and appropriateness of the final output. Errors, omissions, bias or inappropriate content generated by AI remain the responsibility of the individual using the technology.
- Any concerns regarding the safe, secure or appropriate use of AI should be reported to a senior leader, the Designated Safeguarding Lead or the school's data protection lead as appropriate.
- The school reserves the right to monitor and review the use of AI technologies on school systems and devices to ensure compliance with this Code of Conduct, safeguarding requirements and data protection legislation.

Staff should only use AI platforms that have been approved by the school or trust and must follow any specific guidance issued regarding the use of Microsoft Copilot, generative AI tools and emerging technologies.

7. Safeguarding Responsibilities

Safeguarding Commitment

Lionel Walden Primary School is committed to safeguarding and promoting the welfare of children and expects all adults working in or on behalf of the school to share this commitment. Safeguarding is everyone's responsibility and all adults have a duty to act in the best interests of pupils at all times. This includes protecting children from abuse, neglect, exploitation, radicalisation, discrimination and any other form of harm.

All adults must be alert to indicators of abuse, neglect and safeguarding concerns and take appropriate action in accordance with school procedures. The welfare of the child is paramount and should always be the primary consideration when making decisions or taking action.

Individual Responsibilities

All adults working in or on behalf of the school must:

- Familiarise themselves with and comply with the school's safeguarding and child protection procedures.
- Read and understand the relevant safeguarding guidance and updates provided by the school.
- Maintain appropriate professional boundaries at all times.
- Report concerns promptly and accurately.
- Record safeguarding concerns in accordance with school procedures.
- Actively contribute to a culture where safeguarding practices are open, transparent and effective.
- Undertake safeguarding training and updates as required.

- Work collaboratively with safeguarding leads and external agencies when necessary.
- Demonstrate professional curiosity where concerns exist regarding a child's welfare, presentation, attendance, behaviour or family circumstances.

No adult should assume that someone else will act upon a concern. Any concern, however small, should be reported in line with school procedures.

Professional Curiosity

Adults are expected to demonstrate professional curiosity as part of their safeguarding responsibilities. This involves respectfully exploring and seeking to understand the circumstances that may affect a child's welfare rather than accepting explanations at face value.

Where there are inconsistencies, unexplained changes in behaviour, repeated patterns of concern or indicators of potential harm, staff should seek advice from the Designated Safeguarding Lead (DSL) and follow safeguarding procedures.

Confidentiality and Information Sharing

Safeguarding concerns must be treated with appropriate confidentiality. Information should only be shared with those who have a legitimate professional need to know.

However, concerns about a child's safety, welfare or protection must never be withheld because of concerns about confidentiality. Where safeguarding concerns exist, information should be shared promptly and appropriately in accordance with safeguarding guidance, data protection legislation and school procedures.

Adults must never promise confidentiality to a child who is making a disclosure.

Whistleblowing

The school is committed to maintaining a culture of openness, honesty and accountability.

Adults have a responsibility to raise concerns where they believe that:

- Safeguarding procedures are not being followed.
- A child may be at risk of harm.
- The conduct of an adult may place children at risk.
- Poor or unsafe practice is occurring.
- Policies or procedures are being deliberately disregarded.

Concerns should normally be raised through the school's Whistleblowing Policy. No individual will suffer detriment for raising a genuine concern in good faith, even where the concern is ultimately unfounded.

Allegations Against Adults Working with Children

Any concern or allegation that an adult working in or on behalf of the school 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 may pose a risk of harm to children; or
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children;
- must be reported immediately to the Headteacher or Chair of Governors, as appropriate.

The school will manage such concerns in accordance with statutory guidance and local safeguarding procedures.

Low-Level Concerns

The school recognises the importance of identifying, reporting and addressing low-level concerns as part of a strong safeguarding culture.

A low-level concern is any behaviour that is inconsistent with this Code of Conduct but does not meet the threshold for managing allegations against staff.

Examples may include, but are not limited to:

- Being over-familiar with pupils.
- Showing favouritism.
- Taking photographs on a personal device.
- Communicating inappropriately with pupils.
- Failing to maintain appropriate professional boundaries.
- Working in situations that may unnecessarily increase vulnerability to misunderstanding or allegation.

All adults have a responsibility to report low-level concerns about themselves or others.

The school encourages self-reporting and recognises that adults may occasionally find themselves in situations that, with hindsight, could be misinterpreted. Prompt reporting supports transparency, professional reflection and safeguarding practice.

Low-level concerns will be considered fairly, proportionately and in a manner that promotes learning, accountability and continuous improvement.

Culture of Professional Challenge

The school actively promotes a culture of professional challenge, openness and transparency.

All adults are expected to challenge poor practice, unsafe behaviour or conduct that falls below expected standards. Professional challenge should always be respectful, constructive and focused on improving outcomes for children.

No adult should feel unable to challenge concerns because of status, experience, seniority or perceived consequences. Creating an environment where concerns can be raised safely is essential to maintaining effective safeguarding arrangements.

Reporting and Recording Concerns

Any safeguarding concern, disclosure, allegation, incident or low-level concern must be reported without delay using the school's agreed procedures.

Records must:

- Be factual and accurate.
- Be completed promptly.
- Distinguish between fact, opinion and professional judgement.
- Use the child's own words where a disclosure has been made.
- Be shared with the Designated Safeguarding Lead as soon as possible.
- Failure to report safeguarding concerns, allegations or low-level concerns may be treated as a serious breach of this Code of Conduct and could result in disciplinary action.

Safeguarding Culture

The Governing Body and senior leaders are committed to fostering a safeguarding culture in which:

- Children feel safe, valued and listened to.
- Safeguarding concerns are taken seriously.
- Staff feel confident to raise concerns and seek support.
- Professional challenge is welcomed.
- Low-level concerns are identified and addressed appropriately.
- Safeguarding responsibilities are understood by all adults.
- Continuous reflection and improvement are embedded in practice.

All adults share responsibility for maintaining this culture and ensuring that safeguarding remains at the heart of all decision-making within the school.

8. Expected Professional Standards

Professional Conduct

All adults working in or on behalf of Lionel Walden Primary School are expected to maintain the highest standards of professional conduct, honesty and integrity. Adults must act in a manner that upholds public confidence in the school and reflects the values and ethos of the organisation.

Adults must:

- Place the welfare, safety and educational outcomes of pupils at the centre of their professional practice.
- Act with honesty, integrity, fairness and respect at all times.

- Demonstrate high standards of personal and professional conduct both within and outside the workplace.
- Recognise that their behaviour may influence and impact upon pupils, colleagues and the wider community.
- Accept personal responsibility for their actions and decisions.
- Comply with all school policies, procedures and statutory requirements.
- Maintain public trust and confidence in their role and in the school.

Professional Relationships

All adults are responsible for establishing and maintaining appropriate professional relationships with pupils, parents, carers, colleagues, governors, volunteers and visitors.

Adults must:

- Treat others with dignity, courtesy and respect.
- Maintain appropriate professional boundaries.
- Act as positive role models for pupils.
- Communicate professionally and respectfully.
- Foster positive working relationships that support effective collaboration and teamwork.
- Exercise professional judgement in all interactions.

Adults must not:

- Abuse their position of trust or authority.
- Engage in conduct that may undermine professional relationships.
- Behave in a manner that may bring the school into disrepute.
- Use inappropriate, offensive or discriminatory language or behaviour.

Safeguarding and Child-Centred Practice

All adults must demonstrate an unwavering commitment to safeguarding and promoting the welfare of children.

Adults are expected to:

- Act in the best interests of children at all times.
- Maintain professional boundaries with pupils.
- Recognise and respond appropriately to safeguarding concerns.
- Follow the school's safeguarding procedures.
- Demonstrate professional curiosity and vigilance.
- Promote a culture where children feel safe, respected and valued.

Professional decisions must always consider the potential impact on children and their wellbeing.

Equality, Diversity and Inclusion

The school is committed to creating an inclusive environment where all members of the school community are treated fairly and with respect.

Adults must:

- Act in accordance with the Equality Act 2010.
- Promote equality, diversity and inclusion through their conduct and practice.
- Challenge discriminatory language, behaviour and attitudes.
- Respect and value individual differences.
- Promote a culture of tolerance, understanding and mutual respect.
- Ensure professional decisions are free from prejudice, bias or favouritism.

Adults must not engage in behaviour that could reasonably be perceived as discriminatory, prejudicial, intimidating or exclusionary.

Professional Curiosity and Challenge

Effective safeguarding relies upon adults remaining professionally curious and prepared to challenge poor practice.

Adults are expected to:

- Seek clarification where information is incomplete, inconsistent or concerning.
- Explore concerns respectfully and professionally.
- Raise concerns where pupils may be at risk of harm.
- Challenge practice that falls below expected standards.
- Contribute to a culture of openness, accountability and continuous improvement.

Professional challenge should be constructive, respectful and focused on achieving the best outcomes for children.

Conduct Towards Colleagues

The school expects all adults to contribute positively to a respectful, supportive and professional working environment.

Adults must:

- Treat colleagues with dignity, courtesy and respect.
- Value differing professional opinions and perspectives.
- Work collaboratively and constructively.
- Support a culture of trust, inclusion and psychological safety.
- Resolve disagreements professionally and appropriately.

Adults must not:

- Bully, intimidate or harass others.
- Engage in gossip or malicious discussion.
- Abuse authority or position.
- Undermine colleagues through inappropriate behaviour or communication.
- Behave in a manner likely to damage professional relationships or team effectiveness.

Use of Technology and Digital Conduct

Professional standards apply equally to online and digital environments.

Adults must:

- Use technology responsibly, professionally and safely.
- Protect confidential and sensitive information.
- Communicate appropriately through digital platforms.
- Maintain professional boundaries when using electronic communication.
- Follow the school's ICT, online safety and AI guidance.

Adults should be mindful that their online conduct may affect their professional reputation and the reputation of the school.

Confidentiality and Professional Judgement

Adults may have access to personal, confidential or sensitive information through the course of their work.

Adults must:

- Respect confidentiality.
- Share information only where there is a legitimate professional need to do so.
- Apply professional judgement when handling sensitive information.
- Follow data protection requirements and school procedures.
- Seek advice where uncertainty exists regarding the sharing of information.

Confidentiality must never prevent appropriate action being taken to safeguard a child.

Personal Responsibility and Fitness to Work

Adults are responsible for ensuring they are fit to undertake their professional duties safely and effectively.

Adults should:

- Seek support where personal circumstances may affect professional performance.
- Manage their conduct responsibly both within and outside the workplace.
- Maintain professional standards regardless of personal circumstances.
- Inform school leaders of any matter that may affect their suitability to work with children.

Adults must not allow their judgement, conduct or professional responsibilities to be impaired by personal circumstances, substance misuse, fatigue or external pressures.

Employee Responsibilities

Employees have a responsibility to:

- Read and comply with this Code of Conduct.
- Complete required training and professional development.
- Seek clarification where expectations are unclear.
- Report safeguarding concerns, allegations and low-level concerns.
- Cooperate with investigations and safeguarding processes.
- Contribute to a positive safeguarding culture.

Failure to meet the standards set out within this Code may result in management action, disciplinary action or referral to external agencies where appropriate.

Annual Professional Declaration

All adults working in or on behalf of Lionel Walden Primary School are required to confirm annually that they have read, understood and will comply with this Code of Conduct.

The annual declaration forms part of the school's commitment to safeguarding, professional accountability and maintaining the highest standards of conduct.

By completing the annual declaration, adults confirm that they:

- Have read and understood this Code of Conduct.
- Agree to comply with the expectations, standards and responsibilities outlined within it.
- Understand their safeguarding responsibilities and duty to promote the welfare of children.
- Have read and understood the relevant safeguarding guidance and school policies applicable to their role.
- Have disclosed any actual, potential or perceived conflicts of interest.
- Have disclosed any secondary employment, tutoring arrangements or other activities that may affect their professional responsibilities.
- Have reported any circumstance that may affect their suitability to work with children, including any criminal investigation, charge, conviction or safeguarding concern where disclosure is required.
- Will immediately notify the Headteacher of any change in circumstances that may affect their suitability to work with children or their ability to comply with this Code.

Failure to complete the annual declaration, provide required disclosures or comply with the expectations set out in this Code may result in management action, disciplinary action or referral to external agencies where appropriate.

The school will maintain records of annual declarations in accordance with its safeguarding, personnel and data protection procedure

9. Professional Conduct, Propriety and Appearance

Professional Conduct

Adults must maintain high standards of personal and professional conduct both within and outside the workplace. Behaviour must not compromise professional responsibilities, undermine confidence in the school or call into question an individual's suitability to work with children.

Adults must not engage in conduct that may:

- Bring the school into disrepute.
- Undermine public confidence in the profession.
- Damage professional relationships.
- Create safeguarding concerns.
- Compromise professional judgement.

Any conduct, whether inside or outside work, which raises concerns regarding an adult's suitability to work with children may be investigated and managed in accordance with relevant policies and procedures.

Criminal Offences, Investigations and Safeguarding Concerns

Adults must inform the Headteacher immediately if they:

- Are arrested or charged with a criminal offence.
- Become subject to a police investigation.
- Become involved in circumstances that may affect their suitability to work with children.
- Receive an allegation of a safeguarding nature.

Failure to disclose relevant information may be treated as a serious disciplinary matter.

Dress and Appearance

Adults are expected to present themselves in a professional manner which promotes public confidence and supports a positive working environment.

Clothing and appearance must be:

- Safe and appropriate to the role.
- Suitable for working with children.
- Respectful of the school environment.
- Free from offensive, discriminatory, political or inappropriate slogans, images or messages.

Adults should ensure that dress and appearance do not create discomfort, distraction, misunderstanding or safeguarding concerns.

10. Sexual Contact, Abuse of Trust and Professional Boundaries

Adults working with children are in positions of trust and must maintain clear professional boundaries at all times.

Relationships between adults and pupils are not relationships between equals. Adults must not use their position to:

- Exploit, manipulate or control pupils.
- Gain personal advantage.
- Form inappropriate relationships.
- Engage in conduct that may constitute grooming behaviour.

Adults must not:

- Have sexual relationships with pupils.
- Engage in sexualised communication with pupils.
- Seek or encourage inappropriate emotional dependency.

- Use their position of authority for personal benefit.

Any behaviour that may be interpreted as grooming, favouritism or boundary violations must be reported immediately.

Infatuation and Crushes

Children and young people may occasionally develop an infatuation or emotional attachment towards an adult working with them.

Adults who become aware that:

- A pupil may have developed an infatuation towards them.
- A pupil may be becoming emotionally dependent upon them.
- Their own feelings or interactions may be becoming inappropriate.
- Another adult may be involved in an inappropriate attachment with a pupil.

must report concerns immediately to a senior leader.

Adults must not encourage, ignore or conceal such situations.

11. Gifts, Rewards, Favouritism and Exclusion

Adults should exercise professional judgement regarding the giving or receiving of gifts.

Adults must not:

- Accept gifts that could reasonably be perceived as a bribe or inducement.
- Give personal gifts to pupils.
- Show favouritism towards individual pupils.

Rewards should be consistent with school procedures and applied fairly.

Selection for activities, privileges, opportunities and interventions should be based on transparent and equitable criteria.

12. Social Contact and Social Networking

Adults must maintain appropriate professional boundaries in all social and online interactions.

Adults must not:

- Provide personal contact details to pupils.
- Accept pupils as friends or contacts on personal social media accounts.
- Communicate with pupils through personal messaging platforms unless expressly authorised.

- Engage in online conduct that may undermine professional credibility or compromise safeguarding.

Adults should:

- Review privacy settings regularly.
- Exercise caution when interacting online with parents and carers.
- Inform senior leaders of relationships beyond normal professional interactions where these may present actual or perceived conflicts of interest.
- Declare arrangements such as tutoring, childcare or other private services involving families known through school.

13. Physical Contact, Personal Privacy and Intimate Care

Physical Contact

Physical contact should always be:

- Appropriate.
- Necessary.
- Proportionate.
- In the best interests of the child.

Physical contact must never:

- Be secretive.
- Be for personal gratification.
- Be sexually motivated.
- Humiliate, intimidate or distress a child.

Personal Privacy

Adults must respect children's privacy whilst ensuring appropriate supervision and safeguarding.

Particular care should be taken in changing areas, toilets and situations involving personal care.

Intimate Care

Any intimate care must:

- Be undertaken only by authorised staff.
- Follow agreed care plans.

- Be recorded appropriately.
- Respect the child's dignity and privacy.

14. Behaviour Management and Physical Intervention

Adults must use behaviour management approaches which are respectful, proportionate and consistent with school policy.

Adults must not:

- Use degrading treatment.
- Humiliate pupils.
- Use aggressive shouting.
- Use physical force as a punishment.

Reasonable force may only be used where lawful, necessary and proportionate to protect safety, property or good order.

Any use of physical intervention must be recorded and reported in accordance with school procedures.

15. First Aid and Medication

Only appropriately trained individuals should administer first aid or medication.

Adults must:

- Follow school procedures.
- Work within the limits of their training.
- Record interventions appropriately.

Adults taking medication that may impair their ability to work safely with children must seek medical advice and notify their manager where appropriate.

16. One-to-One Working and Home Visits

One-to-one working presents additional safeguarding responsibilities for both pupils and adults.

Where possible:

- Rooms should remain visible and accessible.
- Others should be aware that the session is taking place.
- Risk assessments should be completed where necessary.

Home Visits

Home visits should:

- Be authorised.
- Risk assessed.
- Recorded appropriately.
- Follow school procedures.

Adults must never invite pupils into their homes unless specific arrangements have been approved in exceptional circumstances.

17. Transporting Pupils

Adults should only transport pupils where authorised and in accordance with school procedures.

Any transport arrangements must:

- Prioritise pupil safety.
- Be appropriately risk assessed.
- Have appropriate parental knowledge and consent where required.
- Comply with legal requirements.

Any emergency arrangements should be reported and recorded.

18. Educational Visits and Extra-Curricular Activities

The standards set out within this Code apply equally during:

- Educational visits.
- Residential visits.
- Sporting events.
- School productions.
- Clubs and enrichment activities.

Adults remain in positions of trust during all school-related activities and must maintain appropriate professional boundaries at all times.

19. Curriculum, Sensitive Issues and Political Impartiality

Adults should ensure that curriculum delivery remains balanced, age-appropriate and professionally objective.

Adults must not:

- Promote personal political views.
- Seek to influence pupils' political opinions.
- Encourage extremist, discriminatory or prejudicial views.

Adults should exercise sensitivity when discussing:

- Relationships.
- Religion.
- Culture.
- Identity.
- Current affairs.
- Other potentially sensitive issues.

20. Photography, Video and Use of Images

Adults must only use approved school equipment and systems to create, store or share images of pupils.

Images must:

- Be used for legitimate educational purposes.
- Be stored securely.
- Comply with consent arrangements.
- Be accessible for professional scrutiny.

Adults must not:

- Use personal devices to photograph pupils.
- Take images for personal use.
- Take images which may be considered indecent, intrusive or inappropriate.

Images relating to safeguarding matters or injuries should only be taken in accordance with safeguarding procedures.

21. Online Learning, Remote Communication and Personal Devices

Professional standards apply equally in online environments.

Adults must:

- Use approved school systems.
- Maintain professional conduct during online interactions.
- Ensure appropriate backgrounds and environments are used.

- Protect personal contact information.
- Follow school guidance regarding recording and monitoring.

The use of personal devices for school business must comply with school ICT, safeguarding and data protection requirements.

22. Use of Technology, ICT Monitoring and Cyber Security

Adults must use school technology responsibly and securely.

Adults must not:

- Access or store inappropriate content.
- Circumvent security systems.
- Share passwords.
- Misuse school devices or networks.

The school reserves the right to monitor the use of its systems in accordance with relevant legislation and policy.

Any suspected cyber incident, inappropriate material or data breach must be reported immediately.

23. Conflicts of Interest

Adults must declare any personal, financial or professional interests which may create an actual or perceived conflict with their role.

This includes:

- Secondary employment.
- Tutoring arrangements.
- Family relationships within the school community.
- Business interests linked to school activities.

24. Monitoring and Review

The Headteacher is responsible for monitoring the implementation, effectiveness and ongoing compliance of this Code of Conduct.

Senior leaders will review the Code periodically to ensure that it remains consistent with current legislation, statutory guidance, safeguarding requirements and best practice.

This Code of Conduct will be reviewed and updated as required to reflect changes in legislation, statutory guidance, safeguarding expectations or organisational practice.

Minor amendments, administrative updates and changes that do not materially alter the intent or application of the Code may be approved by the Headteacher.

The Governing Body will only be required to formally review and ratify this Code where there are significant changes to legislation, statutory guidance, safeguarding requirements or school policy that materially affect its content or implementation.

All adults working in or on behalf of the school will be informed of any updates to this Code and may be required to confirm that they have read and understood any revised versions.

The Headteacher will ensure that appropriate arrangements are in place to communicate, implement and monitor compliance with the expectations outlined within this Code of Conduct.