



# CODE OF CONDUCT

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| MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW: | DIRECTOR OF PEOPLE       |
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## 1. Introduction

### 1.1 About this policy

The purpose of this policy is to:

- Set out the standards of conduct the Trust expects all employees and workers to follow at all times. It aims to provide clear guidance on the Trusts expected standards of behaviour, taking into account professional standards set by external bodies, in addition to the steps the Trust may choose to take should an individual's standard fall short of expectation.
- Set out the process individuals should follow in the event that they experience or witness behaviour contrary to the Code. Individuals should refer to the separate Grievance Policy or Whistleblowing Policy, depending on the situation, for guidance on this.
- Set out the professional standards expected and the duty upon all employees and workers, to abide by it. The professional standards apply to every aspect of an individual's work and interactions with others, not just limited to pupils.

This version of the policy replaces all previous versions prior to 1 August 2024

The policy does not form part of any contract of employment or workers terms of engagement and may be amended at any time. As a minimum this policy will be reviewed on a three-yearly basis, or sooner to account for legislative changes, by the Central HR Team.

The Director of People has overall responsibility for the effective operation of this policy. The Central HR Team has delegated responsibility for advising senior leaders, managers and School HR contacts on its implementation. Questions about the application of the policy should be raised with the Central HR Team.

For the purposes of this Code the term and references to 'Adult' is interchangeable with the reference to "Staff". For the purposes of this Code 'young person / people', 'pupils' and 'child/ren' includes all those for whom the Trust provides education, other services or who are attending Trust premises for any reason.

### 1.2 Who does this policy apply to

This policy applies to all employees and workers of the Trust. For the purposes of this policy, employees and workers will be referred to as "Staff" for the remainder of this document.

This policy does not apply to:

- Contractors and agency workers - the Trust, following advice from the Central HR Team, would liaise with their substantive employer or home organisation to agree the appropriate course of action;
- Trustees, governors, visitors, volunteers, members of the public, and

parents/carers of pupils – the Trust, following advice from the Central HR Team, would determine the appropriate course of action in line with the Trust’s Complaints Policy.

### 1.3 Key Principles

The core values of Anglian Learning which underpin the Code of Conduct (“The Code”) for all staff are as follows:

- **Aspiration:** we are ambitious for ourselves and all those in our community to be the best we can be.
- **Community:** we underpin our relationships with a culture of support, respect and trust, and recognise we are stronger together.
- **Empowerment:** We enable our academies, staff and learners to embrace new ideas and think creatively.
- **Inclusivity:** we believe in equality of opportunity, celebrate everyone’s differences and supporting learners of all abilities from all backgrounds.

We reasonably expect that all staff act with personal and professional integrity, respect for those around them and a professional curiosity to challenge the behaviour of others when needed. Furthermore, we expect all staff to uphold the Trusts core values in every aspect of their work.

With respect to pupils, all adults engaged by the Trust have a duty to keep pupils safe, promote their welfare and to protect them from abuse (sexual, physical and emotional), neglect, safeguarding concerns and radicalisation (the Prevent duty). 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.

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) and ‘Guidance for safer working practice for those working with children and young people in education settings’ (non-statutory).

It is acknowledged that there will be occasions and circumstances in which staff have to make decisions or take action in the best interests of an adult or pupil where no specific guidance has been given. In this case, individuals are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the individual and immediately report the steps they have taken via the appropriate reporting procedure. If an individual is any doubt about the reporting procedure they should seek advice from their line manager, a Designated Safeguarding Lead (DSL), their School HR Contact (where applicable), member of the Senior Leadership Team or a member of the Central HR Team.

Anglian Learning is committed to treating all staff fairly and equitably and in implementation of this Code would take due consideration of the Trust's Equality & Diversity policy which in turn considers the Equality Act 2010.

Any behaviour in breach of this Code by staff may result in action under our Disciplinary Policy. Such behaviour may require temporary suspension, or action short or suspension, whilst the matter is investigated. Furthermore, such a breach of this Code may constitute gross misconduct and, as such, may result in summary dismissal. Anglian Learning will take a strict approach to serious breaches of this Code and further information can be found in the Disciplinary Policy.

This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to the required professional standards.

## **2. Expected Professional Standards**

All staff as appropriate to the role and / or job description of the individual, must:

- Adopt working practices in line with the relevant professional standards. For example, teachers are expected to adhere to the Teacher Standards as set by the Department for Education.
- Place the wellbeing and learning of colleagues and pupils at the centre of their professional practice.
- Treat colleagues, pupils and the Trust community fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- Have high expectations for all colleagues and pupils, be committed to addressing underachievement, and work to help individuals progress regardless of their background and personal circumstances.
- Model the characteristics they are trying to inspire in colleagues and pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- Respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education.
- Seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.
- Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.
- Ensure that the same professional standards are always applied regardless of culture, class, disability, gender, language, racial origin, religious belief and / or sexual identity.
- 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 and

‘Guidance for safer working practice for those working with children and young people in education settings’ (non-statutory).

In addition, staff who hold leadership positions are expected to uphold the leadership behaviours as set out in the ‘Framework for Leadership Behaviours: guidance for the Trust Leadership Group and other Strategic Groups’ which forms part of this Code – see Appendix A.

A member of staff 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**

As data controller, Anglian Learning is subject to the Data Protection Act 2018 and the General Data Protection Regulations. In addition, all staff in the education sector 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.

Staff may have access to confidential information to undertake their responsibilities or assist with certain matters e.g. act as a witness for a formal disciplinary procedure. In some circumstances the information may be sensitive data and / or confidential.

Confidential or personal information 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 relevant legislation e.g. Data Protection Act 2018, General Data Protection Regulations, The Education (Pupil Information) Regulations 2005 (maintained schools), The ICO ‘Guide to Data Protection’ and the ICO guide on ‘How to Disclose Information Safely’. Advice should be sought from your School HR Contact (where applicable), the Senior Leadership Team/Central Leadership Team or the Central HR Team.

In circumstances where the individual’s identity does not need to be disclosed the information should be used anonymously.

Information must never be used to intimidate, humiliate, or embarrass an individual.

Information must never be used by anyone for their own or others advantage (including that of partners, friends relatives or other organisations).

There are some circumstances in which staff may be expected to share information about an individual, for example when abuse is alleged or suspected relating to a pupil or where a report must be made to an external body following allegations raised about the conduct of a member of staff. In such cases, an assessment should be carried out without delay to determine what information must be shared and in what format.

Confidential information must be held securely. Confidential information must not be held off the school site other than on security protected Trust equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required and in line with the Trust’s Document Retention Policy. If an member of staff is in any doubt about the storage or sharing of information they must seek

guidance from the Designated Safeguarding Lead. Any media or legal enquiries must be passed to the Senior Leadership Team or Central Leadership Team.

If a pupil or parent / carer makes a disclosure regarding abuse or neglect, the staff must follow Anglian Learning's and 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.

#### **4. Safeguarding and Child Protection Policy**

Staff have a duty to act in accordance with the Safeguarding and Child Protection Policy which is available on Connect and report any safeguarding, child protection, welfare or radicalisation concerns to a Designated Safeguarding Lead.

Staff must raise concerns they have about the safeguarding or child protection practices by following the Whistleblowing Policy, which is available on Connect.

Staff who "whistle blows" or makes a public interest disclosure will have the protection of the relevant legislation.

#### **5. Propriety, Behaviour and Appearance**

All staff have a responsibility to maintain a professional appearance whilst carrying out their duties. Furthermore, they have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils and the public in general. Staff behaviour or actions, either in or out of the workplace, both written and verbal, must not compromise their position within the work setting, or bring Anglian Learning or the school into disrepute. Non-exhaustive examples of unacceptable behaviour are contained in our Disciplinary Policy.

Staff are required to notify the Trust immediately of any allegation(s) of misconduct that are made against them (or implicating them), 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 staff fail to do so, this will be treated as a serious breach of this Code and dealt with under Anglian Learning's Disciplinary Policy.

Individuals should not behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model. This includes:

- making, or encouraging others to make sexual remarks to, or about, a pupil or colleague;
- using inappropriate language to or in the presence of colleagues or pupils;
- discuss their personal or sexual relationships with or in the presence of pupils;

- make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

Behaving in an unsuitable way towards children may result in disqualification from childcare under the Childcare Act 2006, prohibition from teaching by the NCTL, a bar from engaging in regulated activity, or action by another relevant regulatory

A person's dress and appearance are matters of personal choice, self-expression, religious and cultural customs. However, staff must maintain an appropriate standard of dress and personal appearance at work which promotes a positive and professional image and does not undermine the school uniform policy e.g. no jeans, skirts of an inappropriate length, or flipflops (flipflops – exception made for Anglian Leisure when undertaking certain activities). Clothing and footwear must be safe and clean and take account of health and safety considerations. Staff must ensure they are dressed in ways which 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. In extreme weather conditions the dress code can be reviewed and where appropriate temporary amended by the Principal or member of the Executive Leadership Team.

Personal property of a sexually explicit nature or property which might be regarded as promoting radicalisation or otherwise inappropriate such as books, magazines, CDs, DVDs or such material on any electronic media including links to such material must not be brought onto or stored on Anglian Learning premises or on any Trust equipment.

Staff who dress or appear in a manner which may be considered as inappropriate, or found to be bringing personal property of an inappropriate nature onto Trust site, could render themselves vulnerable to criticism or potentially allegations of misconduct that may lead to action under Anglian Learning's Disciplinary Policy.

## **6. Sexual contact with children and young people, and abuse of trust**

A relationship between an adult and a child or young person is not a relationship between equals; the adult has a position of power or influence.

There is potential for exploitation and harm of children or vulnerable young people and all staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff must not use their status or position to form or promote relationships with children (whether current pupils or not), that are of a sexual nature, or which may become so. Staff should maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and seek advice on any incident with this potential.

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.

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..."

Staff 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. Staff should not make sexual remarks, or remarks that could be perceived as sexual, to, or about, a child or discuss their own sexual relationships with or in the presence of pupils. Staff should take care that their language or conduct does not give rise to comment or speculations, attitudes, demeanour and language all require care and thought.

There are occasions when Adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person, and manipulate that relationship so that sexual abuse can take place. Staff 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.

## **7. Infatuations and crushes**

A child or young person may develop an infatuation with a member of staff who works with them. Any staff, 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 may be becoming infatuated with him / herself 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 staff 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.

Examples of situations which must be reported and advice sought are given below:

- Where an member of staff is concerned that they might be developing a relationship with a pupil which could have the potential to represent an abuse of trust.
- Where a member of staff is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.

- Where a member of staff is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- Where a member of staff is concerned about the apparent development of a relationship by another adult, or receives information about such a relationship.

## **8. Gifts, rewards, favouritism and exclusion**

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents / carers wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value (as defined in the Gifts and Hospitality Policy).

Personal gifts must not be given to pupils or their families / carers. This could be misinterpreted as a gesture either to bribe or groom. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour or rewards policy, recorded, and not based on favouritism.

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

## **9. Social contact and social networking**

Communication between pupils and staff, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, tablets, text messages, emails, instant messages, websites, social media such as Facebook, Twitter, Instagram, chat-rooms, forums, blogs, apps such as WhatsApp, gaming sites, digital cameras, videos, web-cams and other hand held devices.

Staff should not share any personal information with pupils and they should not request, or respond to, any personal information from the child / young person, other than that which might be appropriate as part of their professional role. They should ensure that all communications are transparent and avoid any communication that could be interpreted as 'grooming behaviour'.

Staff 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 in writing with senior management. Clear rules around the circumstances in which the pupils can contact the member of staff via their personal contact details should be clearly communicated to the pupil in advance of sharing the details along with an agreement that the contact details will be deleted once no longer needed. If, for example, a pupil attempts to locate a member of staff's personal contact details and attempts to contact or correspond with him / her, the individual should not respond and must report the matter immediately to their line manager.

It is recommended that staff ensure that all possible privacy settings are activated to prevent pupils from making contact on personal profiles and to prevent pupils from accessing photo albums or other personal information which may appear on social networking sites.

Staff are personally responsible for what they communicate in social media and other communication channels e.g. WhatsApp and must bear in mind that what is published might be read by us, pupils, parents and carers, the general public, future employers and friends and family for a long time. Staff must ensure that their on-line profiles are consistent with the professional image expected by us and must not post material which damages the reputation of Anglian Learning or the school or which causes concern about their suitability to work with children and young people. Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or, in the case of a staff member, allegations of misconduct which may be dealt with under the Disciplinary Policy. Even where it is made clear that the writer's views on such topics do not represent those of Anglian Learning or the school, such comments are inappropriate.

Staff are advised not to befriend or have any online friendships with any young people under the age of 18, unless they are family members or close family friends. Staff are encouraged to be particularly mindful of the blurred lines that can result from befriending former pupils. Staff are advised not to have online friendships with parents or carers of pupils, or members of the Anglian Learning / Trustees unless they are family members or close family friends. Where such online friendships exist, staff must ensure that appropriate professional boundaries are maintained.

It is acknowledged that staff may have genuine friendships and social contact with parents or carers of pupils, independent of the professional relationship. Staff 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; and staff should 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 member of staff should exercise his or her professional judgment and should ensure that all communications are transparent and open to scrutiny.

Some staff may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the member of staff 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.

## **10. Physical contact, personal privacy and personal care**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role 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. Staff must use their professional judgement at all times. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. Staff should never touch a pupil in a way which may be considered indecent. If a member of staff 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.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the pupil for the minimum time necessary.

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

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

Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment / instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in a safe and open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

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 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.

Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing

does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment. Staff 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.

Staff with a job description which includes intimate care duties will have appropriate training and written guidance including a written care plan for any pupil who could be expected to require intimate care. Staff should adhere to the school's intimate and personal care policies. No other member of staff should be involved in intimate care duties except in an emergency. A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, include times left and returned. Staff should not assist with personal or intimate care tasks which the pupil is able to undertake independently.

## **11. Behaviour management and physical intervention**

All pupils have a right to be treated with respect and dignity. Staff 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 in line with the school's policies on behaviour and reward.

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'. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. It is always unlawful to use force as a punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

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 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 school has separate policies on behaviour management and the use of physical intervention.

## **12. First aid and medication**

The schools each have a separate policy on supporting pupils with a medical condition. Staff should have regard to the statutory guidance 'Supporting pupils at school with medical conditions' DfE December 2015, which includes advice on Code of Conduct

managing medicines. All settings must have an adequate number of qualified first aiders / appointed persons. Staff must have had the appropriate training and achieved the necessary level of competency before administering first aid or medication, or taking on responsibility to support pupils with medical conditions. If a member of staff 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.

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.

### **13. One to one situations and meetings with pupils**

One to one situations have the potential to make children / young persons more vulnerable to harm by those who seek to exploit their position of trust. Staff working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them.

Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both 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 member of staff 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. Any arrangements should be reviewed on a regular basis.

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

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

There are occasions during exam periods when timetables clash and arrangements needs to be made to preserve the integrity of the of the examination process and in these circumstances exam boards may allow candidates to take an exam the following morning, including Saturdays. The examination board requires the centre to determine a method of supervision on journeys to and from the centre and overnight, which ensures the candidate's wellbeing. This supervision may be undertaken by a parent / carer or, staff may be asked to volunteer to supervise pupils, which may with prior approval be in their own home.

Other than in an emergency, an member of staff 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 or 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.

#### **14. Transporting pupils**

In certain situations e.g. out of school activities, staff may agree to transport pupils. Transport arrangements should be made in advance by a designated member of staff who will be responsible for planning and overseeing all transport arrangements and respond 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.

The driver should ensure that all passengers' behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements.

The driver 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.

It is inappropriate for staff to offer lifts to a pupil, unless the need has been agreed with a manager and, if this falls outside their normal working duties, has been agreed with parents / carers.

There may be occasions where a pupil requires transport in an emergency situation 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 and parents / carers.

#### **15. Educational visits and school clubs**

Staff should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff 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.

#### **16. Curriculum**

Some areas of the curriculum can include or raise subject matter which is sexually explicit, of a political, cultural, religious or an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political, cultural, religious or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from the Designated Safeguarding Lead. Staff must not enter into or encourage inappropriate discussion about sexual, political or religious activity or behaviour or, discussions which may offend or harm others. Staff should take care to protect children from the risk of radicalisation and should act in Code of Conduct

accordance with 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.

Please refer to the school's policy on sex and relationships education (SRE) and, the policy on spiritual, moral, social and cultural development (SMSC).

## **17. Photography, videos and other creative arts**

Please refer to Anglian Learning's Website Policy, Consent Policy and ICT Policy. Staff should have regard to the ICO CCTV code of practice and the guidance 'Taking Photographs in Schools'.

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. The Data Protection Act 2018 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent / carer of a child and from the child (if the child is over the age of 13) before any images are made such as those used for school web sites, notice boards, productions or other purposes.

Staff 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.

Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

Staff 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. In the unlikely event that it is necessary to use personal equipment, prior approval should be sought from the Headteacher or member of the Executive Leadership Team and a risk assessment should be carried out.

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 member of staff is aware that the photography / image equipment is being used and for what purpose



- ensure that all photographs / images are available for scrutiny in order 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
- do not take photographs in one to one situations
- do not display or distribute photographs / images of pupils unless there is consent to do so from the parent / carer or from the pupil if over the age of 13
- only publish images of pupils where explicit written consent has been provided by the parent / carer or by the pupil (if over the age of 13)
- do not take images of pupils in a state of undress or semi-undress
- do not take images of pupils which could be considered as indecent or sexual.
- delete the images on the request of the parent / carer or pupil (if over the age of 13), when the purpose has expired or in line with Anglian Learning's Document Retention Policy.

## **18. Unacceptable use of ICT facilities and monitoring**

This section should be read in conjunction with the Anglian Learning's ICT Policy, Website Policy and Photograph and 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):

- a) pseudo-images 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),
- b) any other type of offensive, obscene or discriminatory material, criminal material or material which is liable to cause distress or embarrassment to Anglian Learning or others.

If indecent images of children are discovered at the premises or on Anglian Learning's equipment / devices, an immediate referral should be made to the school's designated Safeguarding Lead and Headteacher (unless he or she is 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 Anglian Learning, a referral should also be made to children's social care in accordance with local arrangements.

The contents of Anglian Learning's ICT resources and communications systems are Trust property. Therefore, staff 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.

Anglian Learning reserve the right to monitor, intercept and review ICT resources and communications without prior notification or authorisation from staff. 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 is monitored to ensure that our rules are being complied with and for the following purposes:

- a) to monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Code:
- b) to assist in the investigation of alleged wrongful acts; or
- c) to comply with any legal obligation

Personal data will be stored in accordance with Anglian Learning'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.

At various points CCTV systems monitor the school 24 hours a day. This data is recorded and may be used as evidence of any alleged wrong doing.

Cyber-bullying can be experienced by staff as well as pupils. Staff should notify a member of the Senior Leadership Team if they are subject to cyber-bullying. Anglian Learning will endeavour to protect staff and stop any inappropriate conduct.

## **19. Reporting concerns and recording incidents**

All staff 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 incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher, Senior Manager or Designated Safeguarding Lead as appropriate. A member of staff 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.

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 member of staff who:

- Allows a pupil / young person to be treated badly; pretends not to know it is happening
- Gossips / shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and / or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat pupils equally and 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. Professional relationships with colleagues**

Staff should ensure that their behaviour at all times within Anglian Learning is calm and reasonable.

Staff may have a relationship with a colleague which goes beyond the working hours and working environment. The parties should understand that feelings and behaviour associated with that extended relationship should remain outside of working hours and should not be allowed to interfere with the functioning of Anglian Learning.

Anglian Learning considers all staff to be of equal worth. Delegated authority allows Anglian Learning to function, but instructions should be reasonable and appropriate to the school's hierarchical line management structure.

## **21. Professional relationships with parents and the public**

Staff representing Anglian Learning, should be aware of how their appearance and behaviour could be perceived by a parent or a member of the public.

Staff's behaviour should be calm and professional at all time and follow the communication policies and procedures of the Academy and Anglian Learning.

Where a member of staff has a relationship with a parent or a member of the public which goes beyond work, then the two relationships need to be segregated and within the work context the parent or member of the public should receive the same level of service and treatment as any other parent or member of the public.

## **22. Allegations of Abuse Against Staff**

Where it is alleged that a member of staff has:

- behaved in a way that has harmed a child or adult, or may have harmed a child or adult;
- possibly committed a criminal offence against or related to a child or adult; or,
- behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children

then Anglian Learning will follow Trust's Procedure for Dealing with Allegations of Abuse Against Staff and, where applicable, the guidance set out in Part Four of Keeping Children Safe in Education DfE.

## **Appendix A – Leadership Behaviour Framework**



# **Anglian Learning**

**Framework for Leadership  
Behaviours: guidance for the  
Trust Leadership Group  
and other Strategic Groups (draft)  
March / 2024**

### Revision History

| Date          | Author | Version | Description of Change |
|---------------|--------|---------|-----------------------|
| 12 March 2024 | CEO    | 0.1     | First Draft           |
|               |        | 1.0     | Approved as final     |

### Consultation History

| Date          | Version | Consulted with                                |
|---------------|---------|---|
| 12 March 2024 | 0.1     | Executive Leadership Team                     |
|               | 0.1     | People, Culture and Wellbeing Strategic Group |

### Distribution History

| Date | Version | Distributed to |
|------|---------|----------------|
|      |         |                |

### Next Review Due

| Review period | Version | Date review due and by whom |
|---------------|---------|-----------------------------|
|               |         |                             |

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## Introduction

Developed by the Trust Leadership Group (TLG) and reviewed by the People and Culture Strategic Group, the purpose of this framework is to support the delivery of our Core Purpose, Core Values and Core Principles, especially in helping enable a healthy organisational culture and a sense of belonging for all staff across Anglian Learning. It is also intended to play a key role in building capacity in leadership by developing those attributes that we most value. The framework confirms that we are purposeful in how we work together; reflects the behaviours that, at our best, demonstrate what we do now and those we wish to aspire to, as well as providing clarity on the behaviours that can get in the way of us delivering our collective goals. The framework has a clear role in establishing the behaviours that we can expect of each other, in a Trust which seeks unity of purpose, whether operating internally or externally.

Finally, this framework is underpinned by Anglian Learning's commitment to the Seven Principles of Public Life (Nolan Principles) and other, relevant professional codes of practice that shape and govern our ethical decision making as individuals and as a publicly funded civic organisation. It should also be used in conjunction, as necessary, with our Code of Conduct for Employees.

## How We Use the Framework

The framework can be used in a number of ways. Firstly, to set the expectations of how each of the Trust's strategic groups will work, for existing leaders and those seeking to join Anglian Learning by establishing 'how we do things here'. Secondly, it can be used to inform individual and team development conversations, celebrating and reinforcing successful and healthy behaviours; to help challenge and reflect upon behaviours that are unhelpful and where adaptation is needed. This includes appraisal conversations if appropriate. Thirdly, to ensure our code of leadership behaviours aligns with wider social / cultural developments including the need to reflect the diversity of our workforce and community; and finally, to help shape our leadership programmes. Finally, the framework will help the development of our support and training programme for leadership.

This is not intended to be a framework of leadership competencies, which is much wider than just behaviours. Leadership is a complex and multi layered skill and includes the ability to self-organise, develop networks, strategic planning, manage resources and much more. Here we seek to consider our values and exemplify how these are manifested in our human interactions with colleagues, as leaders and as team members.

The framework will guide the functioning of Anglian Learning's core strategic forums, including strategic groups and improvement networks (as set out in the Trust Leadership Group Terms of Reference), and the various layers of governance. It also has application to senior leadership team meetings and other leadership groups operating at the academy level.





### Nurture a Healthy Organisational Culture

- Behave ethically, honestly and transparently
- Act with kindness and compassion, embracing the privilege of working with children and young people
- Lead with a moral purpose to do the best for our learners, our communities and our people

### Seek Excellence

- Develop and extend communities to acquire, exchange and enhance knowledge of what works and in what context
- Implement intelligent, self-aware and self-critical approaches to accountability
- Promote a culture of curiosity and research, seeking out the best in the system

### Leave No Academy Behind

- Deploy the shared, collective resources of the Trust to respond to where they are needed most
- Deliver rapid transformation to improve educational outcomes for children and young people
- Act on and within the wider system for the benefit of all

### Act with Unity of Purpose; Deliver Contextually

- Embed the delivery of a 'one trust, one mission, one employer' ethos
- Encourage innovation and academy-level agency, though not at the expense of proven and effective practice
- Celebrate difference and diversity within the unifying blueprints and frameworks

### Build Capacity at All Levels

- Deliberately co-construct, working in a collaborative and distributed manner
- Enable structures to develop transformative leadership
- Empower strategic governance in all tiers to shape, support and challenge effectively

### Think Systemically

- Codify, simplify and standardise the complex and high risk
- Release the capacity of leaders to focus on children, young people and the community
- Achieve efficiency of effort, resource and time



### Nurture a Healthy Organisational Culture

- Trust Leadership Group and Strategic Groups are a space for transparent dialogue and contribution to strategic leadership.
- The People and Leadership Framework stresses the importance of wellbeing and job satisfaction

### Seek Excellence

- Blueprint Enquiry process is about mutual learning, reflection and support.
- Strategic groups and Improvement Networks are designed to empower experts to learn, and share and shape policy and practice.

### Leave No Academy Behind

- Deployment of central leadership team to support a primary school in a challenging context
- Subject Improvement Networks provide a forum for leaders to share and collaborate, learning from and supporting each other.

### Act with Unity of Purpose; Deliver Contextually

- Frameworks bring together collective understanding of best practice along with toolkits for academies to develop contextually appropriate practices.

### Building Capacity at All Levels

- Trust Leadership Group, Strategic Groups and Improvement Networks are designed to provide leadership experience and are where we co-construct principles and policy, problem solve and share practice.

### Think Systemically

- The Safeguarding Framework sets out common expectations to ensure the safety of young people and colleagues.
- Common finance and HR systems bring efficiency and cost-effectiveness.

## Behaviours We Want to See and Avoid

| Core Values   | Behaviours we want to see   | Behaviours We Want to Move Away From / Avoid   |
|---|---|--|
| <p><b>Aspiration</b></p> <p>We are ambitious for ourselves and all those in our community to be the best we can be. We collaborate with purpose and seek to understand how our contribution fulfils Anglian Learning's Core Purpose and Core Principles. We look beyond Anglian Learning for ideas, connections and partnerships to make a difference in our community.</p> | <ul style="list-style-type: none"> <li>• I challenge constructively to enable excellence.</li> <li>• I demonstrate professional curiosity and am open to innovation and the 'new', even if this feels uncomfortable.</li> <li>• I encourage healthy debate and am willing to challenge assumptions.</li> <li>• I reserve judgement and seek to understand different perspectives and thinking to my own.</li> <li>• I focus on outcomes and impact over inputs and outputs.</li> <li>• I hold myself to account for my performance and my behaviours.</li> <li>• I am bold with the targets I set for myself and my teams.</li> <li>• I understand and embrace the complexity that may be involved in working across academies, phases and other multi-disciplinary teams and in the wider sector.</li> </ul> | <ul style="list-style-type: none"> <li>• I assume my perspective is the most valued or important in the room.</li> <li>• I demonstrate closed and rigid thinking and the immediate blocking of ideas.</li> <li>• I am unwilling to adapt / change as circumstances evolve.</li> <li>• I am inward looking.</li> <li>• I cause delays and inertia by the need for work to be perfect when good enough would be okay.</li> <li>• I do the minimum and display apathy.</li> </ul>                   |
| <p><b>Community</b></p> <p>We underpin our relationships with a culture of support, respect and trust, recognising we are stronger together.</p> <p>We ask questions, challenge assumptions and welcome different perspectives. We show respect for others, treat them with dignity and demonstrate empathy.</p>  | <ul style="list-style-type: none"> <li>• I actively seek to collaborate with others.</li> <li>• I listen to what others say and value their contribution.</li> <li>• I draw in different perspectives to inform my decision making and to help frame the debate.</li> <li>• I bring people together to maximise opportunities.</li> <li>• I provide the space for the agency of individuals and teams, recognising that this is a key factor in motivation and a sense of belonging.</li> <li>• I build and nurture meaningful relationships and connections within and beyond my immediate team / academy.</li> <li>• I act with goodwill and presume goodwill in others' actions.</li> </ul>  | <ul style="list-style-type: none"> <li>• I am egocentric around my own academy / team, failing to recognise the need to support the greater good.</li> <li>• I am defensive, controlling or argumentative.</li> <li>• I disregard the views and experiences of others.</li> <li>• I encourage and participate in the formation of cliques.</li> <li>• I am unhelpfully negative and obstructive.</li> <li>• I am isolationist in my relationship with the wider team or organisation.</li> </ul> |

| Core Values   | Behaviours we want to see   | Behaviours We Want to Move Away From / Avoid  |
|---|---|---|
| <p><b>Empowerment</b></p> <p>We enable our academies, staff and learners to embrace new ideas and think creatively.</p> <p>We are open-minded and welcome different perspectives. We support each other and give feedback with positive intent and in a constructive way. We receive feedback with an open mind.</p>  | <ul style="list-style-type: none"> <li>• I take accountability for my own actions.</li> <li>• I am an active participant in discussions.</li> <li>• I demonstrate flexibility.</li> <li>• I seek to give confidence to others, recognising they may be less confident than I am.</li> <li>• I work to energise others.</li> <li>• I act with appropriate transparency.</li> <li>• I modify my own behaviours to support others.</li> <li>• I apply a coaching and mentoring ethos.</li> <li>• I encourage judicious and considered risk taking.</li> <li>• I act with kindness and warmth.</li> <li>• I seek to give a voice to all.</li> <li>• I demonstrate a willingness to seek clarification.</li> <li>• I act with authenticity.</li> <li>• I anticipate the needs of others.</li> <li>• I take the time to know the people I work with.</li> <li>• I model being reflective and learning from mistakes.</li> </ul> | <ul style="list-style-type: none"> <li>• I respond to challenge defensively or inappropriately.</li> <li>• I act in a judgemental manner.</li> <li>• I display secrecy about failure.</li> <li>• I show disrespect and judgement around a colleague's expertise.</li> <li>• I interrupt frequently to dominate a conversation.</li> <li>• I display body language that can be perceived as hostile or contemptuous of others.</li> <li>• I am unapproachable.</li> <li>• I seek to blame others rather than take responsibility.</li> <li>• I micromanage others, stifling their creativity.</li> <li>• I wait to be told, being a passenger not a participant.</li> <li>• I pass problems up the chain when I could solve them myself.</li> <li>• I avoid dealing with conflict and giving hard messages.</li> <li>• I ignore feedback.</li> <li>• I say one thing but do another</li> </ul> |
| <p><b>Inclusivity</b></p> <p>We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds.</p> <p>We bring our diverse community together as we welcome and respect different perspectives and share new opportunities. We are inclusive, ethical, reliable, and honest and our decisions are made with the highest integrity.</p> | <ul style="list-style-type: none"> <li>• I am humane and compassionate.</li> <li>• I recognise the value of others' opinions regardless of size and position of role.</li> <li>• I demonstrate commitment to promoting equality and diversity of teams across the Trust and adapt my behaviours accordingly.</li> <li>• I treat others with respect and dignity, demonstrating empathy.</li> <li>• I promote the psychological safety of individuals and teams.</li> <li>• I appropriately challenge the behaviours of others that fall short of the expectations in this framework to ensure an inclusive environment for all.</li> <li>• I am alert to conscious and unconscious bias in myself, in others and in systems and processes.</li> <li>• I endeavour to avoid emotional responses, whilst recognising the role of emotions in my responses and those of others.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• I disregard the experiences or priorities of others.</li> <li>• I focus on my own needs at the expense of others.</li> <li>• I make negative assumptions of others, based upon their background or experience.</li> <li>• I act in a manner which discourages or undermines those in under-represented or marginalised groups.</li> </ul>  |

