

**Code of Conduct—Revised 2024**

This document has been written with reference to the new version of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (KCSIE) that comes into force in September 2024. This follows on from a [consultation](https://www.gov.uk/government/consultations/keeping-children-safe-in-education-proposed-revisions-2022) on the proposed changes, which ended in March 2024.

Definition of safeguarding

The definition of ‘safeguarding and promoting the welfare of children’ has been updated to reflect the changes made in Working together to safeguard children (DfE, 2023a). The definition now includes the additional points of:

• providing help and support to meet the needs of children as soon as problems emerge

• protecting children from maltreatment, inside or outside the home, including online

Children who are lesbian, gay, bisexual or gender questioning

The ‘Children who are lesbian, gay, bisexual, or gender questioning’ section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

Early help

The guidance on ‘Early help’ has also been amended in line with Working together. The update adds that professionals should be alert to the need for early help for a child who:

• is frequently missing/goes missing from education, home or care

• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit

• has a parent or carer in custody or is affected by parental offending

Abuse, neglect and exploitation Where applicable, ‘abuse and neglect’ has been changed throughout the document to ‘abuse, neglect and exploitation.’ The definition of ‘abuse’ has also been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

Children absent from education In outlining the signs that children may be at risk of harm, the guidance updates ‘deliberately missing education’ to read ‘unexplainable and/or persistent absences from education.’

Children who are lesbian, gay, bisexual or gender questioning The ‘Children who are lesbian, gay, bisexual, or gender questioning’ section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

There aren't any new statutory requirements, but there is additional guidance on key issues including:

* Safer recruitment processes and procedures
* Sexual harassment and harmful sexual behaviours (more on this below)
* The role of the designated safeguarding lead (DSL)

Part 1 - key things to know

New paragraphs on:

Explaining that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL) (paragraph 19)

Domestic abuse (paragraph 43), notably:

Children who witness domestic abuse are also victims

Witnessing domestic abuse can have a lasting impact on children

Children can be victims in their own relationships too

The changes are to be found on Appendix 1.

The names of the designated safeguarding lead (DSL) for Child Protection are **Joanne Hartley**, Deputy Head Teacher and **Adam Porter** (DDSL) Head Teacher.

This Code of Conduct applies to all adults working or visiting our school, whatever their position, role or responsibility in either a paid or unpaid capacity.

 1. **Duty of Care**

* All adults should be familiar with the KCSIE (Keeping Children Safe in Education, Sep 2024) document which reminds staff that it is their duty to safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
* All adults are expected to provide a safe environment in which children can learn.
* All adults have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action and to work with other services when needed.
* All adults must engage with child protection training, be aware of the signs of abuse & use the appropriate internal procedures (CPOMs)
* All adults have a duty to protect children from the risk of radicalisation which includes organising visitors to speak in assemblies or to groups of children (see Prevent duty)
* All adults must always act, and be seen to act, in the child’s best interests, avoiding any conduct which would lead any reasonable person to question their motivation and intentions.
* All adults must understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached and take responsibility for their own actions and behaviour.
* If any adult has concerns about poor or unsafe practice or procedures in school, then they should use the appropriate whistleblowing procedures which can be found on the website or on the staffroom notice board. [http://holdenclough.tameside.sch.uk](http://holdenclough.tameside.sch.uk/)

2. **Equality**

The school holds its obligations in line with the Equality Act 2010 and the Public Sector Equality Duty with the upmost importance. The school’s equality objectives can be located on the school’s website. Holden Clough Primary is committed to equality and expects staff to uphold these principles.

* Staff must not discriminate on any grounds (gender, race, and sexual orientation) throughout their professional role.
* Staff must act as role models in promoting equality of opportunity and fostering good relations and mutual respect between different groups.
* Staff must be able to recognise acts of prejudice, discrimination or stereotyping and challenge this if appropriate and/or report this to the Head teacher.

3. **Power and Positions of Trust**

Adults should not:

* Use their position to gain access to information for their own advantage and/or a child’s or family’s detriment.
* Use their power to intimidate, threaten, coerce or undermine pupils.
* Use their status and standing to form or promote relationships with children, which are of a sexual nature.

All adults should:

* Avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

**Work in line with the PREVENT duty 2015 this means:**

* All members of staff have a duty of care to ensure that children are not drawn into extremist ideology either by indoctrinating children or by allowing them to access information via the internet which may allow this to happen.
* Staff should engage with Prevent awareness training and other training that could help staff prevent people being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by extremist groups.
* Information should be shared using our internal information gathering system CPOMs.
* Staff should ensure that fundamental British values are promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school.
* Staff must make sure children are safe from terrorist and extremist material when accessing the internet.
* Staff should make a referral to Channel when it is appropriate – this provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

4. **Confidentiality**

* Staff may be party to information which is confidential as part of their professional role. Staff must not reveal confidential information about a pupil/student or their parents or carers other than in circumstances that necessitate this disclosure to a colleague as part of their professional capacity.
* Staff must not seek out information that is not relevant to them when carrying out their professional duties.
* Staff must not use information for their personal advantage.
* Staff must work within the requirements of the Data Protection Act 1998 and GDPR guidelines, ensuring that they follow the ‘data protection principles.’
* If a child or other individual reports a safeguarding concern to a staff member in confidence, the staff member must report the concern to the Designated Safeguarding Lead. For the avoidance of doubt, staff must not make promises of confidentiality to a pupil/ student in these circumstances and must escalate their concerns through the school’s appropriate channels only.

5. **Propriety and Behaviour**

The list of behaviours that might bring the school into disrepute is not a finite list

All adults should not:

* Behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.
* Use social media sites irresponsibly (Facebook, Instagram, Snapchat, Twitter, etc.) including social nights out with other members of staff.
* Use personal phone, e-mail, Facebook etc. to communicate with children or parents of the children within school including parents and friends of an offspring that might attend Holden Clough.
* Make sexual remarks to a pupil (including email, text messages, phone or letter).
* Discuss their own sexual relationships with, or in the presence of pupils.
* Discuss a pupil’s sexual relationships in inappropriate settings or contexts.
* Make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

**All adults should follow the behaviour policy, manage behaviour positively and not move children physically unless they are team teach trained. After Team Teach physical intervention, a serious incident form must be filled in and the head teacher informed.**

6. **Dress and Appearance**

All adults should wear clothing which:

* Promotes a positive and professional image
* Is appropriate to their role
* Is not likely to be viewed as offensive, revealing, or sexually provocative.
* Does not distract, cause embarrassment or give rise to misunderstanding.
* Is absent of any political or otherwise contentious slogans
* Is not considered to be discriminatory.
* Footwear must be safe, sensible, smart and clean. Trainers, unless a specific role requirement, or flip-flops are not acceptable (The school may not be able to support staff who do not follow the Health & Safety advice, in the case of a claim for injuries where inappropriate footwear may have contributed).
* No jeans of any colour– **No ripped jeans** at any time.
* When teaching PE, consist of plain clothing & tracksuit bottoms (long shorts are permitted in summer)
* Tattoos must be covered where possible.

7. **Gifts**

All adults should:

* Generally, only give gifts to an individual young person as part of an agreed reward system.
* Where giving gifts other than as above, ensure that those are of insignificant value and given to all children equally and a senior colleague is informed.
* Be honest and have integrity – this means:
* The public and school community are entitled to expect honesty and integrity on the part of all school staff and staff must uphold this.
* Staff must maintain high standards of honesty and integrity in their work. This extends to handling/ claiming money and the use of school property, facilities and equipment.
* Staff must treat resources responsibly and consider both the financial and environmental impact, ensuring that resources are not wasted unnecessarily.
* All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If a member of staff believes that a person has failed to comply with the Bribery Act, this should be reported in accordance with the school’s Whistleblowing procedure.
* Gifts from suppliers or associates of the school are not normally acceptable and must in any event be declared to the Head teacher, with the exception of “one off” token gifts from students or parents such as at the end of the Academic Year. This includes gifts in the form of hospitality and sponsorship.
* Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted.

 A failure to adhere to this may lead to disciplinary action.

8. **Infatuations**

All adults should:

* Report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.

9. **Social Contact**

All adults should:

* Not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship.
* Not accept friendship requests of past or present pupils through social media websites.
* Always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme.
* Advise senior management of any regular social contact they have with a pupil which may give rise to concern.
* Report and record any situation, which they feel, might compromise the school or their own professional standing.

10. **Physical Contact**

All adults should:

* Be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.
* Never touch a child in a way which may be considered indecent.
* Always be prepared to explain actions and accept that all physical contact be open to scrutiny.
* Never indulge in horseplay, tickling or fun fights.
* Have a system in place for recording serious incidents and the means which information about incidents and outcomes can be easily accessed by senior management.
* Provide staff, on a “need to know” basis, with relevant information about vulnerable pupils in their care.

11. **Physical Education and other activities which require physical contact.**

All adults should:

* Explain the reason why contact is necessary and what form the contact will take in order to support a child 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.
* Ensure that contact under these circumstances is for the minimum time necessary to complete the activity and take place in an open environment.
* Remain sensitive to any discomfort expressed verbally or non-verbally by the child.
* Consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable pupil in the demonstration.

12. **Toilets, Showers and Changing.**

All adults should:

* Avoid entering toilet cubicles when accompanying children to the toilet.
* Avoid any physical contact when children are in a state of undress.
* Avoid any visually intrusive behaviour where there are any changing rooms
* Announce their intention of entering
* Avoid remaining in the room unless pupil needs require it.
* DO NOT change in the same place as children
* DO NOT shower with children

13. **Pupils in Distress or concerns about a child**

All adults should:

* Consider the way in which they offer comfort to a distressed pupil
* Always tell a colleague when and how they offered comfort to a distressed child
* Record situations which may give rise to concern and pass on to inclusion meeting
* Raise concerns with the schools designated safeguarding lead (DSL)
* If there is no DSL in school & there is significant risk of immediate serious harm a referral should be made to children’s social care immediately by the member of staff who has identified the concerns.
* Be aware of the reporting requirements for FGM (Female Genital Mutilation) which is to report to Children’s social care and the police.

14. **Behaviour Management**

All adults should:

* not use force as a form of punishment
* not breach any other legislation (e.g. SEN, discrimination) and must be reasonable in all circumstances.
* try to diffuse situations before they escalate and not use sarcasm, demeaning or insensitive comments towards the pupils.
* consider the pupil's age, any special needs or disability and any religious requirements affecting them.
* keep parents informed of any sanctions.
* adhere to the school’s behaviour management policy.

15. **Care, Control and Physical Intervention**

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 as they put themselves at risk. Verbal intervention is the first instance, removing others is the second and in very extreme cases physical intervention may be necessary if the above has not succeeded. If physical intervention is used then:

* There should be an additional staff member present
* The appropriate paperwork needs completing
* A member of SLT needs to be informed

16. **Sexual Contact with Young People**

All adults should:

* Not pursue sexual relationships with children and young people either in or out of school.
* Avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. Verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.

17. **One to One Situations**

All adults should:

* Avoid meetings with pupils in remote, secluded areas of school.
* Ensure there is visual access and/or an open door in one-to-one situations.
* Inform other staff of the meeting beforehand, assessing the need to have them present or close by.
* Avoid use of ‘engaged’ or equivalent signs whenever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
* Always report any situation where a child becomes distressed or angry to a senior colleague consider the needs and circumstances of the child/children involved.

18. **Transporting Children**

All adults should:

* Not offer lifts to pupils – unless this is part of their role & they have given a copy of their car insurance which confirms use of their vehicle for business purposes to the school office and the necessary risk assessments have been undertaken.
* Avoid using own vehicle if possible, but when necessary, parental permission must be sought and SMT informed. This would be for transport to sports activities etc. (with an appropriate insurance policy)
* Try to ensure that at least one adult additional to the driver acting as an escort.
* Ensure that they are alone with a child for the minimum time possible and follow the guidance in the lone working policy for this situation.
* Be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer.
* Report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures.
* Ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety.
* Take into account any specific needs that the child may have.

19. **Educational Visits and After School Clubs etc.**

All adults should:

* Always have another adult present in out of school activities, unless otherwise agreed with senior staff in school.
* Undertake risk assessments.
* Have parental consent to the activity.
* Ensure that their behaviour remains professional at all times.

20. **First Aid and Administration of Medication**

All adults should:

* Adhere to the school’s first aid policy when medicine is administered.
* Only administer prescribed medication (See policy for administering short term pain relief medication, e.g. Calpol) according to the school’s medication policy when a medical plan has been filled in and signed by the parent.

21. **Intimate Care**

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example, assisting with toileting or removing wet/soiled clothing).

All adults should:

* Only trained, designated staff specified on the child’s care plan should engage in intimate care unless the child is a child wearing nappies then the nappy changing policy needs to be followed.
* If a child has soiled or wet clothing and the situation is not covered in their medical support plan, then they should be encouraged verbally to undertake the task themselves.
* If this is not possible the parent should be called to come into school to help sort out the child.

22. **Curriculum**

All adults should:

* Have clear written lesson plans which ensures children are safe and not exposed to inappropriate material.
* 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
* Not enter into or encourage inappropriate or offensive discussion about sexual activity

23. **Photography, Videos and other Creative Arts**

All adults should:

* Be clear about the purpose of the activity and about what will happen to the photographs/recording when the lesson/activity is concluded
* Ensure that all images are available for scrutiny in order to screen for acceptability
* Be able to justify images of children in their possession (only on school equipment)
* Avoid making images in one-to-one situations
* Not take, display or distribute images of children unless they have consent to do so
* Images will be kept securely and held by the school for the duration of the pupil’s time, thereafter which they will be destroyed.
* Staff laptops and IPads will be monitored on a regular basis
* DO NOT use personal mobile phones to take pictures of children within school or show children pictures on a mobile phone.
* Phones should be on silent / vibrate, kept in a secure place such as handbag or office and only used if our internal phone system does not cover an area or if a CPOMs code is being used. All personal calls/ texts etc. should be made in break times in an appropriate staff only area away from the children.
* **DO NOT** use the same camera device for home and school, keep photographs separate and do not store pictures of school children on home computer
* Remind parents when in assembly / productions etc. that if they take a pictures it is of their own child and must not be posted on the internet / social media apps.

24. **Internet Use**

All adults should follow Trust Guidelines for use of IT & Internet but specifically:

* Use the Internet sensibly for educational use only – see E- Learning Policy
* Do not use school laptops iPad to access pornographic sites or bring into school any equipment that been used to access such web sites.
* Not use accounts such as Facebook in work time
* Use Facebook with caution, remembering that any information added is only acceptable if it does not bring the schools name into disrepute (it is your responsibility to adjust your security settings).
* Any school matter cannot be discussed in an open or closed forums
* Any pictures of an inappropriate behaviour
* Do not allow students, past or present, or parents of students past or present to be classed as a `friend’.
* No home shopping on school systems in schools time ie.8.30am to 5.30pm.
* Do not disclose school Wi-Fi password to pupils or parents.

25. **Whistleblowing**

All adults should:

* Follow the school’s whistleblowing policy and report any behaviour by colleagues that raises concern.

26. **Sharing Concerns and Recording Incidents**

All adults should:

* Be familiar with their school system for recording concerns (CPOMS)
* Take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace.

27. **Absence Reporting**

If staff are unable to attend work due to sickness or emergency reasons, they must follow the school’s absence reporting procedures:

* Staff must notify Adam Porter by text on **07794189471** by 8 am or as early as possible.
* A phone call must follow by 12pm
* Staff must call on each day of their sickness absence prior to obtaining a sick note from their GP. A sick note is required for any sickness absence of more than 7 calendar days and a copy must be submitted to the school without any undue delay.
* Upon return to work, staff must complete a return to work form as soon as it is reasonably possible.

*See staff absence procedure*

28. **Leave of Absence**

* For term time staff, leave of absence, not relating to sickness or emergency reasons, will not be routinely granted and requests should be made in exceptional circumstances only.
* If staff wish to submit a leave of absence request, they must follow the leave of absence procedures and complete the appropriate request form. Each request will be considered on its own merits in consultation with the governing body, and the impact on the school.

29. **Other Employment**

Staff are permitted to undertake additional paid or voluntary work outside of school. This is providing that the work does not;

* conflict with the interests, ethos or reputation of the school,
* take place during contracted working hours or school hours,
* have an adverse effect on your role at school, including an individual’s work performance and attendance,
* Contravene the working time regulations.
* Staff must notify the Head teacher prior to commencement of this work, or declare the additional work at the time of appointment.

30. **Criminal Convictions**

In line with the Keeping Children Safe in Education document 2019 and revised document Sep 2020, all new staff engaging in regulated activity with children must complete a satisfactory Disclosure Barring Service (DBS) check prior to commencing a role at school.

* Existing staff (employees and volunteers) within school must notify the Head teacher in writing of any changes to their DBS, specifically if they are arrested, cautioned, charged or convicted of any offence.
* Staff must notify the Head teacher on the next day following an arrest, caution, charge or conviction. For the avoidance of doubt this includes being questioned under caution without charge.
* Staff should notify SLT of any relationship or association in or out of school or online that may have implications for the safeguarding of children in school.
* A failure to notify the school may lead to disciplinary action against the employee.
* Supply staff must contact their agency immediately should there be any changes to their DBS status.

31. **Publications and Dealing with the Press**

If staff are approached by the media in relation to any school issues, this must be escalated to the Head teacher immediately. Staff must not provide any statements or comments to the media without authorisation from the Head teacher.

**The school has an effective, transparent and accessible system for recording and managing concerns raised by any individual in school or in the workplace.**

We are a smoke free school:

Smoking of cigarettes and e-cigarettes will NOT be permitted in any part of the school premises, including kitchens or within proximity to any entrance area to the school. Cigarette and e-cigarettes smoking is also not permitted on land adjacent to the school building (car park, garden areas, walkway, playgrounds, playing fields etc) where this forms part of the school premises.

***There is the expectation that staff will discuss with the managers any relationships or association in or out of school or online that may have implications for the safeguarding of children in school.***

**I agree to work to the requirements of this Code of Conduct, I read and I fully understand my role and responsibility, knowing the consequence of my actions, should I choose not to adhere to the policy.**

**APPENDIX 1**

**What’s new?**

* definition of safeguarding
* mental health
* whole school safeguarding culture
* emphasising the important role of governors in robust safeguarding
* children who have a social worker
* safer recruitment (including supply teachers)
* role of the Designated Safeguarding Lead

**NEW Definition of Safeguarding**

The definition of safeguarding has been expanded to specifically mention ‘mental and physical’ health.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

* protecting children from maltreatment;
* preventing impairment of children’s mental and physical health or development;
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* taking action to enable all children to have the best outcomes.

**When schools should call the police**

One document that is available now, and is referenced in this version of Keeping Children Safe in Education 2020, is ‘When to call the police’ produced by the National Police Chiefs Council (NPCC).

(This NPCC advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.)

When to call the police (NPCC) can be downloaded here: [When to call the police (NPCC)](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf)

**Safer recruitment and managing allegations against staff**

The harm test in Part Four, allegations made against staff, has had a fourth bullet point added:  [where a staff member has] ‘behaved or may have behaved in a way that indicates they may not be suitable to work with children’. This is to take account of situations where a person’s behaviour outside school may suggest ‘transferable risk’. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children’ (see paragraph 211).

**Supply Teachers**

The safer recruitment section, and the managing allegations section, refers to the particular risks that may arise when employing supply teachers.

Where there is an allegation about a supply teacher (see paragraphs 213 – 217), the KCSIE guidance says, ‘Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. ‘In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome’ (paragraph 215).

‘The school or college will usually take the lead [in any investigation] because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.’ (paragraph 216)

**The role of the DSL**

Sadly, the proposed changes to the role of the Designated Safeguarding Lead to include being offered ‘appropriate supervision’ has been dropped. This is a real shame as I think it is so necessary; not least as we cope with the coronavirus and its continued impact.

DSLs need to take into account the learning from the following review: [Help, protection, education: concluding the Children in Need review June 2019](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf) (see especially page 38)

The relevant paragraph about the new DSL role is below (see Keeping Children Safe in Education 2020, page 100):

* help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

**Other changes**

The impact of coronavirus has led to a reduced capacity for the DfE to update Keeping Children Safe in Education 2020. This has meant that they have only updated the guidance in three situations:

* Where legislation requires it
* To add helpful information
* To provide important clarification

**Update policy and procedures**

As a result of these changes the Safeguarding and Child Protection Policy will need to be updated, and these changes communicated to staff.

\_ \_\_ \_ \_ \_ \_ \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

**Holden Clough Community Primary School**

**Code of Conduct—Revised 2024**

I agree to work to the requirements of this Code of Conduct, I read and I fully understand my role and responsibility, knowing the consequence of my actions, should I choose not to adhere to the policy.

Please Print your name:…………………………………………………………

Signed: …………………………..… Date: ……………………

**(Once read and fully understood please sign and return this slip to the office)**