



GESHER SCHOOL
ENGAGE EMPOWER EDUCATE

Staff Personal Code of Conduct Policy

Date	Review Date	Coordinator
October 2020	February 2021	Tamaryn Yartu

1. School Personnel Code of Conduct

This policy **must** be read in conjunction with the staff handbook.

- The welfare of the child is paramount (Children Act 2004).
- Staff are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff must work, and be seen to work, in an open and transparent way.
- Staff must discuss and/or take advice promptly from their line manager or another senior member of staff over any incident which may give rise to concern.
- Records must be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.
- Staff must apply the same professional standards regardless of gender and sexuality.
- All staff must know the name of the designated DSL (Designated Safeguarding Lead) and Deputy DSL, be familiar with both the school's and the local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.
- Staff must be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Behaviour Management

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.

Bullying and Peer Abuse

Our policy on the prevention of bullying is set out in a separate policy document, which acknowledges that to allow or condone bullying may lead to consideration under Child Protection procedures.

Some children are thought to be particularly vulnerable to physical, sexual and emotional abuse by their peers. Such abuse is taken as seriously as abuse perpetrated by an adult.

Changing for PE

Young people are entitled to respect and privacy when changing clothes. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and also to ensure that bullying or teasing does not occur. Children with additional needs will also need to be supported appropriately. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to

the potential for embarrassment. The school's procedures are as follows: Children in the Early Years & Infants change together in the classroom with staff present. Children in KS1 change in separate areas for boys & girls, staff are on call and occasionally check on everything, if appropriate. If children need a high amount of support to change, this will be done with two staff members present who will only support the child when needed. This could be done in the toilets or a space that ensures no public view of others in the building. A female teacher for the girls and Male teacher for the boys would be ideal but if this is not always possible, a teacher of the opposite sex may support the child. Staff should always be vigilant about their own behaviour and be mindful of the needs of the pupils. Staff should always avoid being alone with a single child when supporting changing or intimate care.

Confidentiality

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information.

- They should never use confidential or personal information about a pupil or her/his family for their own, or others', advantage (including partners, friends, relatives or other organisations).
- Information must never be used to intimidate, humiliate, or embarrass the pupil.
- Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.
- There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass on information without delay, but only to those with designated child protection responsibilities.
- If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff.
- Any media or legal enquiries should be passed to the Head.

Dress and Appearance

A person's dress and appearance are matters of personal choice and self-esteem. However, staff must consider: The manner of dress and appearance appropriate to their professional role which may be different from that adopted in their personal life. Staff must ensure that they are dressed decently (not viewed as offensive, revealing or sexually provocative), safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

It is expected that staff set an example for pupils in this area. As professionals, a smart and

tidy appearance is expected by all members of staff on all occasions. Staff should dress appropriately for the subjects they teach: e.g. PE/games – tracksuit and trainers.

The following are not considered appropriate work wear:

- casual T shirts (i.e. with slogans or writing on them)
- jeans or other denim items
- trainers (unless involved in a sports activity)
- short skirts
- necklines
- vest tops, low cut tops and crop tops
- low-cut trousers
- Sandals should either have a heel or a back strap (i.e. no 'flip-flops').

When going on a school trip, both the children and staff should be appropriately dressed for the type of activity. For example, if the trip is an outdoor field trip and the children are wearing their PE kit, then staff can wear casual clothes, e.g. tracksuit or jeans and trainers. However, if the trip is indoors and children are wearing their normal school uniform, then staff should wear their usual work attire.

Mobile Phones

Staff with mobile phones should keep them switched off during lesson time. Due to safeguarding considerations, staff should not use their mobile phones when children are present. Mobiles phones should be kept in a locked place during working hours (except lunch and break times) i.e.: they should not be kept in pockets. They should also not have any children's mobile numbers stored on their phone.

Duty of Care

Teachers and other education staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils and also through the behavior demonstrated by staff which reflects integrity, maturity and good judgement.

Local Authorities (LAs), schools and parents have legitimate expectations about the nature of professional involvement in the lives of pupils. When individuals accept a role that involves working with children and young people, they must understand and acknowledge the responsibilities and trust inherent in that role.

From October 2015, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out.

Educational Visits and After-School Clubs

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

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language may be acceptable.

However, staff remain in a position of trust and need to ensure that their behavior cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and, in so doing, will be seen to be acting reasonably. Ideally individuals should:

- discuss any proposed action with a senior colleague whenever possible.
- record the events and any discussions/actions taken with reasons.

Internet Use (Inc. social media)

The School's ICT/Computing policy provides details about access to and use of the Internet. Further information is also provided to staff in the Handbook.

Under no circumstances should adults in school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from working with children and young people.

Using school equipment to access inappropriate or indecent material, including adult pornography, is a breach of the school's ICT usage policy and is likely to result in disciplinary action being taken.

Staff using social media may not become 'friends' with pupils online. Staff should not upload

content or photographs, or make comments that would bring themselves, the school or the teaching profession into disrepute (whether inside or outside of school).

Intimate/personal care

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sensitive parts of the body. Children and young people may require help with eating, drinking, washing, dressing and toileting (which includes personal care). Staff should ensure that pupils are treated with courtesy, dignity and respect at all times.

One-to-One Situations

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others must recognise this possibility and should plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

- Ensure all meetings whenever possible take place in an open area and not in remote or secluded locations around the School.
- Ensure there is visual access and/or an open door in one-to-one situations.
- If providing transport, always carry a minimum of 2 pupils in the vehicle.
- Always report to a senior colleague any situation where a pupil becomes distressed or angry.
- Pre-arranged meetings with pupils away from the School premises should not be permitted unless approval is obtained from their parent and the Head or other senior colleague with delegated authority.

Physical Contact with Pupils

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.

It is unrealistic to suggest that teachers should never touch pupils, and they have the right to restrain and control pupils in certain circumstances.

If it is necessary to restrain or control a pupil, the amount of force used must be no more than is needed for the individual to regain control of themselves. 'Physical intervention' may be used to restrain a child if they are trying to prevent injury to a child, if a child is in danger of hurting themselves, where action is necessary in self-defense or because there is an imminent risk of injury or significant damage to property. Any incident of physical intervention must be recorded in the incident log book in the Head's office. A copy of the DfE information booklet on 'Use of reasonable force to control or restrain pupils' is available from the Head on request. All staff must clearly understand the need to maintain a professional relationship with pupils at all times. Teachers must make sure that appropriate boundaries are maintained during their dealings with pupils. This includes the type of language they employ and also their conduct, which should not be such that it gives rise to comment or speculation.

A “no touch” approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, limited in duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

It is not possible to be specific about the appropriateness of each individual occurrence of physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should, therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted the incident and circumstances should be recorded as soon as possible and copies given to the DSL.

The administration of corporal punishment to a pupil is prohibited during any activity, whether or not within the school premises, and this applies to all members of staff (including volunteers).

Activities which may require physical contact:

Some staff, for example, those who teach PE and games, or those who offer music tuition, will on occasions have to initiate physical contact with pupils 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 to 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 an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Power and Position of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in educational settings are in positions of trust in relation to the young people in their care. **A relationship between a member of staff and a pupil cannot be a relationship between equals.** There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should therefore ensure that their behavior and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition or tutorials, conveying a single pupil by car, engaging in inappropriate electronic communication with a pupil, showing excessive one-to-one attention beyond the requirements of their usual role and responsibilities etc.).

- Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.
- Where a person aged 18 or over is in a position of trust with a child under 18, it is 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.

Prevent Duty

The Prevent Duty, introduced in June 2015, describes the responsibilities for schools to have 'due regard to the need to prevent people from being drawn into terrorism'. Protecting children from the risk of radicalisation and building up their resilience to radicalisation is part of our wider safeguarding duties, as we can provide a safe environment for debating controversial issues and helping our pupils to understand how they can influence and participate in decision-making. Staff training will be provided on promoting fundamental British values, understanding factors that make people vulnerable to being drawn into terrorism and how to challenge extremist ideas. The DSLs will also liaise as necessary with external bodies such as the Brent LSCB, the local police force, the DfE or 'Channel' (a programme which focuses on providing support at an early stage to vulnerable people). Staff should refer to the website 'Educate against hate' for various resources. If any member of staff has a concern in this area they should consult the DSLs straight away.

Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting. The General Teaching Council for England's Code of Professional Values and Practice, which is now embodied within the standards for Qualified Teacher status, makes explicit that "teachers recognise the value and place of the school in the community and the importance of their own professional status. They understand that this requires judgement about appropriate standards of personal behaviour" (March 2009).

Staff should never:

- Make sexual remarks to a child (including in email, text messaging, chat room, phone or letter communication).
- Discuss their own sexual relationships with, or in the presence of children.
- Humiliate or demean a child or encourage others to do so.

Pupils in Distress

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.

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

Sharing Concerns and Recording Incidents

All staff should be aware of the School's Child Protection & Safeguarding procedures, including procedures for dealing with allegations against staff.

Staff who are the subject of allegations are advised to contact their professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Any notes are kept in the Incidents File in the Head's office. Early discussion with a parent or carer could avoid any misunderstanding.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

It is a requirement to report to the Disclosure & Barring Service (DBS), within one month of leaving the school, any person (employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children. In this context, ceasing to use a person's services includes: dismissal, non-renewal of a contract, no longer using a teacher from a supply agency, terminating a student's placement, no longer using staff employed by contractors, no longer using volunteers, resignation or voluntary withdrawal from any of the above. 'Compromise agreements' cannot apply in this connection, or where the individual refuses to co-operate with an investigation.

It may be necessary to suspend a member of staff from duty while an investigation is carried out.

Social Contact

Staff 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. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

Staff should not give their personal details such as home phone number or home e-mail address to pupils unless the need to do so is agreed with the Senior Management Team. Internal e-mail systems should only be used in accordance with school policy.

Whistle-blowing (also see Whistle blowing policy)

Whistle-blowing is when someone reports suspected wrongdoing at work, also referred to as 'making a disclosure which is in the public interest'. This may be if they feel something is not right, or illegal, or if someone is neglecting their duties, including:

- someone's health, safety or welfare is in danger
- damage to the environment
- a criminal offence

- the company isn't obeying the law (for example not having the right insurance in place)
- covering up wrongdoing

Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear or repercussion. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the Senior Management Team and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

Staff have a duty to safeguard and to promote the welfare of all pupils by protecting them from maltreatment, preventing impairment of their health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and to take appropriate action enabling them to have the best outcomes.

We believe we have a duty to safeguard and to promote the welfare of pupils and to protect school personnel by creating a whole school culture that is safe and inclusive. We want to maintain a whole school culture by having in place the principles of respect, understanding rights and responsibilities, fairness, tolerance and understanding for all.

We value and respect all pupils and understand that we have a key role to play in identifying child protection concerns as the safeguarding of children and their welfare is paramount. Therefore, we must ensure all school personnel (and volunteers) are appointed following the safer recruitment guidelines and procedures, Disclosure and Barring Service checked, trained in child protection procedures, understand their roles and comply with the code of conduct.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists' groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by ensuring that the

behaviour and safety of pupils, and the leadership and management at this school is of a very high standard.

We as a school community have a commitment to promote equality.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

2. Aims

- To safeguard and to promote the welfare of pupils.
- To create and maintain an ethos of mutual respect, openness and fairness.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To respect people from all different faith backgrounds and treat them equally to those with a Jewish Faith

3. Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure that all school personnel are aware of the School Code of Conduct for safeguarding children and that the Headteacher is the Designated Safeguarding Lead;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- delegated powers and responsibilities to the Headteacher to ensure:
 - compliance with procedures and practice of the Local Authority
 - procedures are in place to deal with allegations against school personnel and volunteer helpers
 - allegations against school personnel or volunteer helpers are referred to the local authority designated officer
 - compliance with their legal duty of referring to the Disclosure and Barring Service if a member of the school personnel or volunteer helper has been dismissed due to safeguarding concerns

- responsibility for ensuring that the Chair liaises with the appropriate authority and complies with all procedures and practices when dealing with an allegation of abuse against the Headteacher;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

4. Role of the Headteacher

- The Headteacher will:
 - ensure that all school personnel are aware of their responsibilities that are outlined in this policy;

- ensure that all school personnel are aware of Safeguarding and Child Protection policy and all other associated school policies;
- ensure all school personnel and volunteer helpers are aware that the Headteacher is the Designated Safeguarding Lead;
- ensure the Safer Recruitment policy and procedures are in place and up to date;
- ensure Disclosure and Barring Service checks are in place for all school personnel, governors and volunteer helpers;
- ensure all school personnel, governors and volunteer helpers undertake annual safeguarding training;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all new staff, new governors and new volunteer helpers;
- monitor the effectiveness of this policy by speaking with school personnel and governors;
- annually report to the Governing Body on the success and development of this policy.

5. Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;
 - understand the assessment process
 - understand the procedures of a child protection case conference and child protection review conference
 - understand the specific needs of children in need

- understand the specific needs of children with special educational needs and those of young carers
- have in place a secure and accurate record system of all concerns and referrals
- take the lead in dealing with child protection issues;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise with social care and other agencies;
- transfer the child protection file of any pupil leaving to join another school;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary
- annually review the policy

6. Role of School Personnel and the Code of Conduct

School personnel must:

- behave professionally in and outside school;
- exercise confidentiality;
- be trained in Child Protection procedures;
- understand their role in child protection procedures;
- be aware of the signs of abuse and neglect;
- report their concerns of abuse and neglect;
- work together to create a school culture that is based on mutual and appropriate respect;
- ensure pupils understand and are aware of child protection procedures;
- only exercise physical restraint as a last resort;
- avoid being in a room alone with a child and with the door shut;
- speak with a child with the door open or with another adult present;
- treat other school personnel with respect;
- use social networking sites wisely and cautiously so that they do not jeopardise themselves, others or their place of work;
- be cautious when using social networking sites and must:
 - set their profile as private;
 - not allow access to pupils or parents/carers;
 - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
- not outside school hours make contact with pupils or parents/carers via telephone, text message, email or on social networking sites;
- not give their personal details such as mobile and home telephone numbers, home or email address;

- create and maintain a good and open relationship with parents;
- create a positive classroom environment where all children are respected and valued;
- be aware of how to record and report concerns about another member of staff;
- take care of their physical and mental well-being by maintaining a healthy work-life balance;

7. Role of Pupils

Pupils must be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- how to assess risk to themselves, where appropriate;
- how to keep themselves safe, where appropriate.

8. Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with school personnel
- reports such annual report to parents and Headteacher reports to the Governing Body

9. Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy

- Safeguarding and Child Protection
- Safe use of Internet Social Networking Websites
- Disciplinary Procedure
- Grievance Procedure
- Equal opportunities
- Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

10. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

11. Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.