



STAFF CODE OF CONDUCT

Summer 2023

Introduction

Our Code of Conduct outlines the expected conduct of staff. The aim of this Code of Conduct is to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil. All communication and interaction between members of staff, children, parents, carers, governors and visitors must reflect our Code of Conduct. Staff are expected to be conscientious and loyal to the ethos, aims and objectives of LPEBL. In addition, staff are required to develop and maintain the professional character of the school. It is an expectation that all members of staff (and adult volunteers, governors and visitors) model courteous and respectful behaviour to the children through their appearance and all aspects of their conduct. This includes the way in which adults engage with each other as well as the children. This is important because the conduct, behaviour and practice of all school staff will have an influence on the development of children and young people.

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. The Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

All staff must familiarise themselves with DfE [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2015](#) and adhere to the code of conduct in [Teacher Standards, last updated in 2013 \(terminology updated in 2021\)](#).

This document forms part of a staff member's employment contract and failure to comply with it and with the associated policies may result in disciplinary action being taken, including dismissal or legal action where it is warranted.

This document applies to all staff members and volunteers who are employed by the school, including the Headteacher.



Roles and Responsibilities

The Headteacher is responsible for ensuring all staff in the school are made aware of, and adhere to, the Code of Conduct and for providing support and encouragement to ensure staff maintain the highest standards of integrity, honesty, accountability and openness. All staff are responsible for reading and adhering to the Code of Conduct and for reflecting on their own conduct and practice and ensuring they meet the standards required of them.

General Conduct

All employees are expected to apply the values of the school in their conduct at work, demonstrating honesty and integrity at all times. The school expects that the conduct of its staff is such that no justifiable complaint can be made by parents, pupils, colleagues, governors, other bodies or agencies or members of the community in relation to conduct and behaviour of school staff. Any complaints about inappropriate conduct will be dealt with fairly and reasonably, using the agreed procedures. All staff are expected to use their professional expertise and judgement to put the wellbeing, development and progress of pupils first, within the context of their role.

All individuals associated with the school have the right to be treated with respect and dignity. All employees are therefore expected to treat colleagues, pupils, parents, governors, schools partners, other bodies or agencies or members of the community with dignity and respect.

Employees should not use their position within the school for any purpose other than school business. All staff are expected to obey the law relating to their work and general conduct. Where an employee breaks the law outside of working time and the offence is one that could damage public confidence or has a direct effect on work, the employee must inform the headteacher and may be subject to the disciplinary procedure.

Health and safety

Employees are required to adhere to all health and safety policies and practices. The school operates a no smoking policy and smoking is not allowed within the school or school grounds. Where an employee is taking prescribed drugs, he/she should inform his/her line manager where this may affect behaviour and/or performance at work. It is good practice for employees to inform their line manager if they are suffering from a medical condition, or have personal circumstances, that may adversely affect performance at work.

Acceptable use of technologies

Staff are expected to follow the school's Online Safety Policy and to sign and adhere to the terms of the Acceptable Use Agreement.

Use of mobile phone and cameras



The private use of personal mobile phones by staff is only permitted at staff break times and in areas in which children are not present. Mobile phones should never be used for personal reasons by staff while teaching or supervising children. Some staff will be informed that during an emergency situation such as a lock down or on a school trip their phone will need to be turned on but on silent mode.

Staff are not allowed to take pictures with their personal cameras or mobile phones. All types of pictures and video recordings for educational purpose should be done with the School camera or I-pad. In no circumstances should pictures of pupils be used for other purposes than those authorised by the School.

Social media

All members of staff should exercise extreme caution when using all forms of social media. Staff must not be “friends” with current or past pupils on Facebook or any other social media site. Staff must be mindful of linking themselves with the school on social media sites. Being “Friends” with parents on social media sites is not recommended. The school expects all members of staff to set high professional standards and to act as role models for children. The posting of messages or pictures that undermines this expectation could lead to formal disciplinary measures. All staff should be aware that their ‘relationships and associations’ (including online) may have a safeguarding implication and that they should disclose to the school any concern they may have. Staff should not discuss or share data relating to children/ parents / carers in staff social media groups.

Communication with children

Staff should not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work. They should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as ‘grooming behaviour’. Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web-based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to the Headteacher. The child should be firmly and politely informed that this is not acceptable and the parents should be informed.

Financial and personal interests

School staff must at all times be seen to be acting fairly and impartially and personal needs or interests, or those of family or friends, must not influence actions or decisions. Where an employee has a friend, associate or relative who is providing goods or services to the school, of a kind that the employee deals with directly or monitors in the course of his/her work, this should be disclosed. Disclosures must be made in writing to the headteacher, who will advise any other school staff who may need to know. Off-duty hours are generally the personal concern of the employee, though



employees must not engage in any outside activity that may conflict with the interests of the school or could damage the confidence of the community in the school or the role of the employee. Employees must inform their line manager if they have a close personal relationship with another employee or a client or customer of the school which could be considered by colleagues, pupils or others, as impacting on the way they conduct themselves at work.

Other employment

Members of the School Leadership Team must not engage in any other business or take up any additional appointment without the written consent of the Headteacher. Consent will not be unreasonably withheld. Other employees may take up additional employment without consent providing the employment does not conflict with the interests of the school, interfere with their ability to carry out their duties in school, or in any way weaken the confidence of the community in the individual or school. Where an employee undertakes additional employment he/she must notify his/her line manager of the number of hours he/she is working per week, to comply with the requirements of the Working Time Regulations.

Confidentiality

Confidential information must not be disclosed to anyone who does not have a right to know. Paper-based and electronic information must be stored securely and confidentially with access limited to those who have a right to view it. Employees must not disclose any information that is confidential or that, if it were made public, may lead to a breakdown in the trust and confidence the school is required to provide to the community. It may be necessary to discuss confidential information with colleagues. Where this is the case, the discussions must take place in private. Employees must not disclose information about the school or its pupils on social networking sites or such similar sites. Inappropriate disclosure of information may be dealt with under the disciplinary procedure. Employees will be responsible for keeping memory sticks safe and will do everything possible to ensure that potential exposure is kept to a minimum.

Dress and Presentation

In school we expect staff to dress to create a professional impression in smart, casual dress. Clothes should be modest so as not to cause offence, for example logos that could cause offence, very low cut tops or exceptionally short dresses, skirts or shorts should not be worn. Foot wear should be appropriate and should allow you to move around the school, classrooms and children safely. The dress code should also not cause embarrassment or give rise to misunderstanding and is absent of any political or otherwise contentious slogans which is not considered to be discriminatory and is culturally sensitive. Personal protective equipment and appropriate clothing must be worn where required for example for maintaining the site or in the kitchen area.

Safeguarding

All employees are responsible for following and adhering to the school's child protection and safeguarding policies and procedures. All employees are expected to use the appropriate



channels, as set out in the relevant procedures, to raise concerns about the practice of others if there is suspicion that their conduct has a negative impact on learning or causes harm to pupils. Employees must inform the Headteacher immediately if they are subject to a criminal investigation or have received a conviction, caution or have been banned from working with children.

Relationships with parents and carers

All employees should strive to establish productive relationships with parents and carers. The school will communicate with parents and carers in line with school policies. Teaching assistants are not allowed to meet with parents routinely as this is the class teacher's responsibility. To protect confidentiality sensitive conversations about children must not take place in public areas such as the school entrance area, the playground and school corridors. In line with school policies we will provide parents and carers with accessible and accurate information about their child's progress, involve parents and carers in important decisions about their child's education and consider parents and carer's views and perspectives. Where an interaction with a parent or carer becomes aggressive or offensive, the interaction should be ended politely and firmly, with assistance summoned where required. All such interactions must be reported to the Headteacher. Risk assessments should be undertaken prior to any contact with parents/carers where aggression or violence is anticipated and the appropriate lone working procedures must be instigated.

Relationships with line manager

Employees and line managers should strive to maintain co-operative and effective working relationships. Relationships should be courteous, reasonable and fair at all times. Employees should carry out all reasonable and lawful instructions given by the line manager to the best of their ability. Line managers should exercise any leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with school policies, contractual obligations and national standards. Line managers should use the appropriate performance management frameworks to appraise the performance of direct reports and provide feedback. Line managers should provide honest, accurate and justifiable comments when providing feedback, and encourage staff to undertake training and development opportunities, within the context of the school needs and budget.

Working with School Governors

When working with governors or dealing with enquiries from governors, all employees are expected to be courteous and efficient. Employees should expect similar levels of courtesy from governors. Employees should use the appropriate school procedure to deal with any work-related personal issues and should not engage governors in such issues unless it is in accordance with a relevant procedure. Similarly, employees should not use governors to by-pass formal school procedures in any way, for example to influence the outcome of a disciplinary matter.

Working as part of a whole-school team

Employees should endeavour to develop productive and supportive relationships with all school colleagues and to participate in whole-school development and improvement activities.



Employees should uphold all school policies and procedures and raise any concerns about the life or running of the school in an appropriate and responsible way. Gossip and complaining in places such as the staffroom or playground is not acceptable. Employees should recognise the important role of the school in the life of the community and take responsibility for upholding its reputation and building trust and confidence in it. Employees should cooperate with other professionals in the children's workforce, establishing effective and productive relationships with other professional colleagues. Employees should at all times ensure they act within their sphere of their own competence and responsibilities and seek clarification where this is needed.

Respect for diversity and promoting equality

All employees must act appropriately towards all children and young people, parents, carers and colleagues, whatever their socio-economic background, age, gender, sexual orientation, disability, race, religion or belief. Employees must take responsibility for understanding and complying with school policies relating to equality of opportunity, inclusion, access and bullying (see Behaviour Policy and Anti Bullying Policy). Employees should help to create a fair and inclusive school environment by taking steps to improve the wellbeing, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement. Employees should strive to address discrimination, bullying or stereotyping, or seek assistance from their line manager or head teacher where issues are identified.

Working with money

Employees receiving or responsible for school money need to take particular care. Employees submitting claims for reimbursement of legitimate expenditure must ensure the correct procedures are followed, the details of the claim are within set limits and can be substantiated (e.g. with receipts).

Using the school's resources and premises

School equipment should not be used for excessive personal use unless authorised by the Headteacher. This includes photocopy facilities, stationery, telephones, computers and premises. School ICT systems, particularly email and internet, should only be used for professional purposes. ICT passwords should be kept confidential at all times and not disclosed to any other individual.

Working Safely

Both the school and its employees are responsible for ensuring that a healthy and safe working environment is maintained. Actions or omissions of any individual that place others in danger may lead to disciplinary action. Employees are expected to:

- Adhere to the school's health and safety policy and rules.
- Advise the head teacher/line manager/appropriate person of any unsafe situations or practices.



- Take appropriate steps to ensure the health and safety of other employees, pupils and any other users of the school premises
- Wear any safety clothing/equipment and ensure all pupils are wearing and use appropriate equipment.
- Report any injuries, accidents or near misses to the appropriate responsible person and complete any necessary paperwork such as the accident book.
- Report incidents of abusive/aggressive or bullying/threatening behaviour that is experienced or witnessed to the appropriate responsible person.
- Advise line manager when taking any medication that could affect the ability to work safely.
- Fire: Staff must familiarise themselves with the fire precautions, procedures and drill routines. They must regard practice fire drills or building evacuations in a positive manner, and ensure they are perceived by pupils as an essential precaution to prevent risk of injury or fatality.
- Comply with hygiene requirements.

Protecting the School and its standards

Where an employee has reason to suspect that colleagues, senior managers or governors are acting improperly, the employee should report these suspicions to the headteacher (or the chair of governors if the suspicions concern the head teacher). The employee will be assured the concerns, when made in good faith, will be heard without fear of victimisation, discrimination or disadvantage in accordance with the confidential reporting code. Improper conduct can cover a wide range, including financial irregularity, abuse of pupils, abuse of power or position, neglect of duty, discrimination, bullying or harassment in accordance with the Whistleblowing Procedure. Only the Headteacher is authorised to speak or send any communication regarding the school, or members of the school community, to members of the press or broadcast media. This authorisation may be extended by the Headteacher to other staff members.

Allegations against staff

We understand that on occasions pupils may make allegations against a member of staff, and we recognise that staff, particularly male staff, can be vulnerable to accusations of abuse. Staff should take care not to place themselves in a vulnerable position with a pupil where an allegation can be made. This would include, but is not limited to, situations where the member of staff is giving one-to-one tuition, sports coaching, engaging in electronic communication, etc. In all instances staff must conduct themselves in an appropriate and professional manner. Staff must also be aware that 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 (e.g. domestic violence), the school will consider what triggered these actions and whether a child in the school could trigger the same reaction, therefore being put at risk.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. The Head on all such occasions will discuss the content of the allegation with the LADO. In the case of serious harm the police will be informed from the outset. If the allegation



made to a member of staff concerns the Head, that member of staff will immediately inform the Deputy DSL who will consult with the LADO for Child Protection. The Head should not be informed. Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues (Policy on Whistle Blowing). All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously by SLT.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.

Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: <http://help@nspcc.org.uk>

Low level concerns

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child one-to-one in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

There may be occasions where something occurs which is out of the ordinary or which causes a member of staff to have doubts about the behaviour of another adult towards a pupil or another child. If these occasions are a safeguarding concern or allegation about a member of staff, then the Head should be contacted (see 8.6. Allegations against staff). If staff have a concern that you do not think is an allegation, or are uncertain, then you can follow the procedure for Low Level Concern. A Low Level Concern must be reported to the DSL/ Head where a staff member is concerned about the behaviour of an adult, not just where it is clear that a role or professional boundary has been broken. The purpose of Low Level Concern is to protect both pupils and the



staff working with them and allows a system for a simple record to be kept, in case events are later referred to or any patterns emerge. All low-level concerns should be recorded in writing. Records should include the details of the concern, how the concern arose, the actions taken and the name of the person sharing their concerns. If the individual wishes to remain anonymous, this should be respected as far as possible. Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken. The DSL will keep a record of all Low Level Concerns, and obtain the advice of the Local Authority as necessary. In the vast majority of cases, there will be a perfectly innocent explanation for what has occurred and staff should not feel that making a report, or being the subject of a report, will cause them to suffer any detriment or stigma where this is the case. Reporting these types of concerns is a neutral act, and the Head and DSL will, on receipt of a report, determine how best to approach the issue. The head should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold. The Head should ultimately be informed of all low level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL

Staff are encouraged to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards. It is accepted that there are occasions when school staff, as professionals, have to make decisions to act in a particular way in order to protect the health and safety and welfare of their pupils. This may, in some cases, put the adult in a vulnerable position and cause the adult, with hindsight, to consider that on reflection they might not act in the same way in a similar situation. In this scenario, staff must make a notification to the Head or the DSL.

Low level concerns which are shared about supply staff and contractors should be notified to their employers.

The following examples are circumstances in which staff must report a Low Level Concern. These instances could lead to a member of staff self-reporting about their own actions, or reporting about another adult (even if suspected rather than confirmed).

- Any incident where actions or behaviour towards a pupil may have been misinterpreted or may have given rise to a risk of misinterpretation;
- Use of inappropriate language, references or jokes to a pupil, even if intended in good nature;
- Use of inappropriate, aggressive or belittling tone towards a pupil or member of staff, even if unintended;
- Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols, even if initiated by the child and not responded to by the adult;
- Any unsupervised access to a pupil other than in the context of a planned one-to-one lesson or arranged meeting



- Any incident of physical contact with a pupil when no-one else is present, which goes beyond the normal expectations for that situation Any incident where a member of staff has been alone with a pupil or pupils in a vehicle where this has not been authorised in advance;
- Any contact with pupils (that are not related to the member of staff) outside school (other than trivial incidents e.g. passing a pupil in the street, or the supermarket or noticing that they are sitting, separately, in the same restaurant or cinema);
- If a pupil becomes aware of a staff member's home address, mobile or home phone number, or non-school email address;
- If you suspect that a staff member becomes involved in a close or sexual relationship with a former pupil, regardless of the age of the pupil;
- The fact or, and explanation for, unsupervised access to a pupil on school trips;
- Non-trivial illnesses or accidents of pupils on school trips.

Private meetings with pupils

- Staff should be aware of the dangers which may arise from private interviews with individual pupils. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- Where possible another pupils or (preferably) another adult should be present or nearby during the interview.

Physical contact with pupils

- As a general principle, staff will refrain from making unnecessary physical contact with their pupils.
- It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this. In situations where a pupil needs to be restrained, staff must refer to *DfE advice on the use of reasonable force in schools, 2018*.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- Staff should be particularly alert to the fact that SEND pupils may not always understand what is going on and may misconstrue what has happened when using restraint or dispensing first aid.
- Physical punishment is illegal as is any other form of physical response to misbehaviour, unless it is by way of necessary constraint.
- Staff who have to administer first aid to a pupil should ensure whenever possible that this is done in the presence of other children or another adult.



- Following any incident where a member of staff feels that his actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the head teacher.
- Staff should be particularly careful when supervising pupils in approved out of School activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal School/work environment.
- Staff will seek at all times to operate according to the School Child Protection/Safeguarding Policy.
- See separate Physical Restraint Policy

Choice and use of teaching materials

- Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for choice.
- When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or the teacher, might after the event be criticised. The teacher will consult with headteacher when proposing to use materials in connection with sex education programmes.
- If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the head teacher before using it.

Relationships and attitudes

Staff should ensure that their relationship with pupils is appropriate to the age, maturity, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent pupils.

Staff are asked to be very vigilant about their professional duties and responsibilities in cases where pupils are known to them socially. They must not let their judgement be influenced by their social connections with the pupils' families.

Talking to pupils where there are concerns about possible abuse

Where teachers see signs which cause them concern they should seek clarification from the pupil with tact and understanding. Where a classroom assistant or another member of the ancillary or auxiliary staff sees such signs, he/she should immediately bring them to the attention of the class teacher or the designated Safeguarding Officer who may carry out the necessary clarification. While such clarification may reassure teachers that abuse has not occurred several points should be borne in mind:

- Do not ask the pupil leading questions, as this can later be interpreted as putting ideas into the child's mind.



- Do not ask questions which encourage the pupil to change his versions of events in any way. For example and appropriate question is, 'Tell me what happened' rather than 'Did they do X to you?'
- The chief task at this stage is to listen to the pupil and not interrupt or try to interpret if he/she is freely recalling significant events, as soon as possible afterwards to make a note of the discussion and pass it on to the designated teacher. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be noted in detail, but under no circumstances should a child's clothing be removed.
- Any comment by the child/parent/carer about how an injury occurred should be written down as soon as possible afterwards, quoting actual words where possible.
- Avoid giving pupil undertakings of confidentiality although they should be reassured that information will only be disclosed to those professionals who need to know.

Be aware that any notes made may need to be used in subsequent court proceedings. Lack of records will not absolve the school from a requirement to give evidence in court; it is therefore essential that proper contemporaneous records are kept.

Prevent duty

All staff must fulfil their responsibilities as defined by the DfE Prevent Duty (June 2015). Staff should:

- Protect pupils from the risk of radicalisation
- Identify pupils who may be vulnerable to radicalisation
- Inform the Designated Safeguarding Lead if there are concerned about a pupil being radicalised or is at risk of being radicalised



Appendix 1 – Teachers' Standards

Teachers are expected to comply with the standards of personal and professional conduct set out in the Teachers' Standards.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. They are aligned with the current Teacher Standards and, in our School, they also apply to non-teaching staff and volunteers.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Last Reviewed: Summer 2024

Next Review: Summer 2025



Appendix 2 – Staff appraisal policy

As part of our commitment to staff development, La Petite Ecole Bilingue will ensure that all staff will have regular opportunities to talk through aspects of their work performance with the Head Teacher. Staff should participate in regular appraisals, ideally once every three months and at the end of a probationary period.

Confidential appraisal documents and self-evaluation forms will be given to staff to complete prior to the appraisal interview. This will allow time for reflection, and will maximise the value and efficiency of the appraisal process.

Reports or additional comments added by the manager will be discussed and agreed upon with the staff member, and both will retain a copy of the appraisal document for future reference.

All records on staff, volunteers and committee members will be kept confidential and only available to those who have a right or professional need to see the information.

Appraisals will take into account the following points:

- Opportunity to discuss work objectives and reflect on achievements.
- Analysis of personal strengths and areas for development.
- Any aspects of employment which could be improved upon.
- Opportunity to discuss and identify any further training needs.
- Opportunity to discuss long-term career development.
- Future development, objectives and/or actions to be agreed upon

Appendix 3 - Induction of staff, volunteers and managers and staff development

LPEBL provides an induction for all staff, volunteers and managers in order to fully brief them about the school, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures of Induction

We have an induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers, including the Owner.
- Familiarising with the building, health and safety and fire procedures.
- Ensuring our policies and procedures have been read and are carried out.
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarising them with confidential information where applicable in relation to any key children.
- Details of the tasks and daily routines to be completed.

The induction period lasts two weeks. The Head Teacher inducts new staff and volunteers. The Owner or Deputy Head teacher inducts new Head Teachers.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines. Successful completion of the induction forms part of the probationary period. During this time the employee can be asked to take some online or face to face trainings, especially for safeguarding, food and hygiene, fire, prevent, FGM and first aid.

See **Staff Induction Booklet** for further details.