



Mossbourne
Federation

Eflanyards

Federation Staff Code of Conduct 2025-2026

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1. Definitions

- 1.1 This Code of Conduct applies to all staff. In this document, 'staff' includes direct employees, supply staff, casual workers, third parties providing services to the Federation, volunteers and governors. Governors also have their own code of conduct.
- 1.2 Reference to 'pupils' refers to all pupils and students across Mossbourne Federation, from Early Years to Key Stage 5.
- 1.3 The Senior Designated Safeguarding Lead (SDSL) and Designated Safeguarding Lead (DSL) are lead professionals responsible for safeguarding and child protection in an academy. They have appropriate training and authority to carry out the role, including the ability to commit resources and direct staff.

2. Overview and Core Principles

Mossbourne Federation is committed to providing a safe, supportive environment that promotes pupil safeguarding, wellbeing and the highest possible outcomes. Our values—**Excellence, Unity, and No Excuses**—guide our culture and expectations.

This Staff Code of Conduct outlines the standards of behaviour expected of all staff, who serve as role models in positions of trust and influence. Staff must act with integrity and professionalism both within and outside the workplace, maintaining their own reputation and that of the Federation.

All staff are responsible for:

- Being fully aware of and adhering to Federation and academy policies and procedures
- Upholding safeguarding and welfare as paramount
- Maintaining professional boundaries and avoiding behaviour that could be misinterpreted or cause concern
- Using their position of trust responsibly, never for personal advantage or gratification
- Avoiding any behaviour that could be construed as grooming, exploitation, or abuse of power
- Working transparently and collaboratively, and declaring any personal relationships that may present a conflict of interest
- Seeking advice from senior colleagues when faced with uncertainty or incidents that may raise concern
- Recording and reporting concerns, decisions, and actions taken
- Applying professional standards consistent with the Federation's Equality Policy
- Understanding that breaches of law or policy may result in disciplinary or criminal action

Staff must review and agree to this Code annually. Those employed under the Federation Teachers' Terms and Conditions must also comply with the DfE Teachers' Standards, particularly Part 2: Personal and Professional Conduct.

While this Code provides clear guidance, it cannot cover every scenario. Staff may need to exercise professional judgement to act in pupils' best interests. In such cases, they should:

- Discuss the situation with a senior colleague
- Report and explain concerns or actions to the Principal, Senior Vice Principal, or Senior DSL
- Record all relevant details and rationale for decisions
- By doing so, staff demonstrate responsible decision-making aligned with their duty of care.

3. Safe Working Practices

All adults working within the Federation must uphold the highest standards of conduct to ensure a safe, respectful, and inclusive environment for pupils, colleagues, and the wider community.

Staff are expected to:

- Create a safe learning and working environment
- Maintain professional boundaries and avoid behaviour that could demean, intimidate, or undermine others
- Never use their status or authority to form or promote inappropriate relationships with pupils or recent ex-pupils
- Avoid any sexualised, offensive, or discriminatory language or behaviour
- Be mindful of humour and tone, ensuring it does not cause discomfort or harm
- Report safeguarding concerns immediately to the DSL
- Report concerns about any adult working in or on behalf of the Federation

Low-level Concerns

Staff must also recognise and report low-level concerns. These are behaviours that do not meet the threshold for significant harm but may still raise unease or a 'nagging doubt' about an adult's conduct. A low-level concern may involve:

- Inadvertent or thoughtless behaviour
- Actions that appear inappropriate but may be contextually explainable
- Behaviour that could be interpreted as grooming or boundary-crossing

Examples include:

- Over-familiarity or favouritism towards pupils
- Inappropriate conduct outside of work
- Taking pupil photos on personal devices
- One-to-one contact in secluded areas without valid reason
- Use of sexualised, intimidating, or offensive language

The Federation will:

- Maintain and review safeguarding procedures annually
- Provide clear systems for raising concerns and ensure staff are trained to use them
- Minimise situations that could make staff vulnerable
- Address all concerns appropriately and ensure they are recorded and managed responsibly
- Protect staff from false allegations or misunderstandings through effective safeguarding practices

4. Confidentiality

Staff may access confidential or sensitive information about pupils and their families as part of their role. This information must be handled discreetly, in line with GDPR and Federation policies, and must never be used for personal gain or shared inappropriately.

Key expectations:

- Information must only be shared on a need-to-know basis, and anonymised where possible
- It must never be used to intimidate, humiliate, or embarrass pupils
- Casual conversations involving confidential pupil information are not acceptable
- If abuse is suspected or disclosed, staff have a duty to report it immediately to a Designated Safeguarding Lead (DSL)
- If unsure whether to share or withhold information, staff must seek advice from a senior leader or the Federation Data Protection Officer at: *dpo@mossbourne.org*
- Media or legal enquiries must be referred to the Principal
- Staff must not promise confidentiality to pupils under any circumstances
- All concerns or allegations about adults must be treated confidentially and reported without delay to the Principal, a senior leader deputising for the Principal, or the Senior DSL

5. Propriety and Behaviour

Staff must uphold the highest standards of personal conduct to maintain public confidence in their ability to safeguard pupils and act as role models. Behaviour—both in and out of the workplace—must reflect professionalism and align with the Federation’s values and Equality Policy.

Staff must:

- Avoid any conduct that could reasonably lead others to question their suitability to work with pupils or ability to safeguard the welfare of pupils
- Refrain from making inappropriate or personalised remarks to pupils in any form of communication
- Declare any relationships with pupils outside of school (e.g. through social groups, religious organisations, or family connections) using the form in Appendix 1
- Avoid all personal communication with pupils via social media, online gaming, personal email, or text, regardless of any external relationship
- Not discuss their own sexual relationships with pupils or engage in inappropriate conversations about pupils’ relationships, except in safeguarding contexts handled by DSLs
- Avoid membership of organisations whose values conflict with those of the Federation

6. Alcohol and Social Settings

Staff must not:

- Consume alcohol while on duty, supervising pupils, or attending school trips—even if pupils are not present

- Drink alcohol at Federation-organised events
- Purchase alcohol for pupils
- Consume alcohol in public or private settings where pupils are present, unless discussed and approved by a senior leader (e.g. in cases of social contact with parents who are personal friends)
- In any public or community event where pupils or families may be present, staff must exercise discretion and moderation

7.Tutoring

Staff must not tutor Federation pupils—past or present—outside of the academy. Former staff may not tutor pupils who are still on roll. Staff who tutor non-Federation pupils must declare this to their Principal, and the activity will be recorded in their personnel file.

8.Communication between pupils and adults (including the use of technology)

All communication between pupils and adults must occur within **clear, professional boundaries**, regardless of the method used. This includes both traditional and digital channels such as mobile phones, text messaging, email, digital media (photos, videos, webcams), websites, social networking, online gaming, and blogs. See section 23 for more details

Professional Standards and Data Protection

Staff must ensure that all communications are conducted with utmost professionalism. This applies to all forms of communication, especially those written using technology. Any document containing a person’s name (or identifiable abbreviation) is subject to GDPR and will be retained for 7 years under the Federation’s Data Retention Policy. These documents may be disclosed upon receipt of a Subject Access Request (SAR), even if they have been permanently deleted. Therefore, pupil names should only be used when strictly necessary.

Staff should never make digital recordings (visual or auditory) without the express permission of those being recorded. In the case of pupils, recordings must align with signed consent forms.

Similarly, images of pupils must not be stored on personal devices or home computers and must not be published online outside the school network or website without explicit permission from parents and a senior pastoral leader.

Use of personal devices for work-related communication should be avoided unless explicitly permitted.

Boundaries and Appropriate Conduct

Adults must not share or solicit personal information from pupils beyond what is required for their professional role. All communication should be transparent and open to scrutiny, and staff must avoid any behaviour that could be misinterpreted or construed as grooming.

Staff must only contact pupils for professional reasons and must not use internet or web-based platforms (e.g., social media, messaging apps, gaming) to send private messages to pupils.

Personal contact details—including email addresses, home or mobile numbers—must not be shared with pupils unless approved by senior leadership and parents.

Communication with Ex-Pupils

Communication with ex-pupils over 18 who are no longer on the school roll is left to staff discretion. However, staff must remain aware that ex-pupils may still be in contact with current pupils and should maintain appropriate professional boundaries.

9.Social Contact

Staff should not establish, or seek to establish, social contact with pupils, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. If a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should always discuss this with a senior leader.

Staff must be aware that social contact, in certain situations, could be misconstrued as grooming. Section 23 provides guidance around online activity and gaming.

Staff should have no undeclared social contact with pupils and always consider the appropriateness of the social contact according to their role and nature of their work. They must advise senior leadership of any regular social contact they have with a pupil or parent which may give rise to concern and complete the declaration form in Appendix 1. They must also report and record any situation which they feel might compromise the federation or their own professional standing.

No pupil should be in or invited into the home of an adult, who works with them, unless the reason for this has been firmly established and agreed with parents and senior leaders or the home has been designated by the organisation or regulatory body as a workplace e.g., childminders, foster carers. No employee should enter the home of a pupil without the knowledge of the academy Principal. This includes off-site meetings with pupils or parents that are outside the realm of agreed practice.

10.Sexual Contact with Pupils

Staff should never pursue sexual relationships with children and young people either in or out of school – this is inappropriate and illegal. Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust.

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic materials known as 'grooming' where the sole purpose is to gain the trust of a child and manipulate that relationship so that sexual abuse can take place.

If staff confer special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

Staff should 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.

11. Infatuations

It is not uncommon for pupils to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry an elevated risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff who becomes aware that a pupil may be infatuated with themselves, or a colleague should discuss this at the earliest opportunity to senior colleagues indicating the evidence they have (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff. In this way, steps can be taken to avoid hurt and distress for all concerned.

Staff should maintain privacy and avoid placing themselves in vulnerable situations, always maintaining professional boundaries. If they are alone in a room with a pupil, staff should leave the door open or remain visible to others and should avoid discussions, or conversations, of a personal nature with pupils other than in line with the Federation Safeguarding Policy whereby it is made clear to the pupil that no promise of confidentiality can be made.

12. Physical Contact & Use of Force

Physical contact with pupils may be appropriate in certain situations—such as providing support, reassurance, or assistance—but must always be:

- In line with the staff member’s professional role
- In response to the pupil’s needs
- Of limited duration
- Open to scrutiny and never secretive, self-serving or for the gratification of the adult

A strict “no touch” policy is impractical and, at times, inappropriate. Staff must use professional judgement and be prepared to explain and justify any physical contact. If an action could be misinterpreted, it must be reported to senior staff.

Regular physical contact with a pupil must be part of a formally agreed plan (e.g. for pupils with SEND or physical disabilities), documented in the pupil’s individual plan, and subject to review.

Occasionally, a distressed pupil may need comfort and reassurance. Staff must ensure that any support offered, including physical contact, is appropriate, non-intrusive, and not open to misinterpretation. Staff should consider how comfort is offered, inform the relevant pastoral lead when and how support was provided, and record any situations that may raise concern.

Staff must:

- Seek pupil consent before initiating contact
- Avoid any contact that could be considered indecent
- Be sensitive to cultural differences in perceptions of touch
- Avoid placing themselves in vulnerable situations
- Report any use of physical restraint to the Senior DSL and HR

The Federation maintains procedures for recording serious incidents, including restraint, and ensures staff have access to relevant information about vulnerable pupils on a need-to-know basis.

Staff may intervene physically to prevent harm, criminal activity, or serious disruption. Physical intervention must:

- Be a last resort
- Use the minimum force necessary
- Be brief and proportionate
- Prioritise the health and safety of all involved

Physical force must never be used as punishment. Staff should aim to de-escalate situations, keep parents informed of sanctions, and follow the relevant academy behaviour policy. Any incident involving physical intervention must be documented and reported. Staff must be familiar with and follow the Federation’s restraint procedures outlined in the Behaviour, Uniform, Appearance, and Attendance Policy.

13. Physical Education and Other Activities Requiring Physical Contact

Staff such as PE teachers or music tutors may need to initiate physical contact to support pupils in performing tasks safely, demonstrating equipment use, or assisting with exercises. This contact must:

- Be done with the pupil’s agreement
- Be limited to the minimum time necessary
- Take place in an open environment
- Be sensitive to any verbal or non-verbal discomfort expressed by the pupil

Staff should follow agreed procedures for physical support, consider alternatives if contact may be misinterpreted, and clearly explain the reason and nature of any contact unless immediate safety is at risk.

14. One-to-One Situations

Staff working one-to-one with pupils are more vulnerable to allegations and must plan and conduct such meetings with care. Safety and transparency are essential.

- Avoid meeting pupils in remote or secluded areas.
- Ensure visual access or an open door is maintained.
- Inform colleagues in advance and assess whether another adult should be present or nearby.
- Avoid using “engaged” or similar signs that may imply secrecy.
- Report any situation where a pupil becomes distressed or angry to the senior pastoral lead.
- Consider the pupil’s individual needs and circumstances when planning one-to-one interactions.

Pre-arranged off-site meetings with pupils are not permitted without approval from the Principal or Senior DSL.

15. Transporting Children

In certain situations, such as school trips, staff or volunteers may transport pupils. These arrangements must be carefully planned and overseen by a designated safeguarding staff member. Staff should:

- Use transport other than private vehicles if possible and include an additional adult escort.
- Ensure the vehicle is roadworthy, insured, and legally compliant.
- Hold a valid driver’s licence appropriate for the vehicle and report any changes to licence status to the Principal and HR team.

- Plan and agree arrangements in advance, following the Federation’s Educational Visits Policy.
- Minimise time spent alone with pupils and remain responsible for their welfare until safely handed over to a parent or carer.
- Report journey details, including route and expected arrival time, in line with procedures.
- Ensure all arrangements prioritise the safety of passengers and drivers.
- Consider any specific needs of the pupils being transported.

16. Extra-Curricular Activities and Trips

Staff must exercise particular care when supervising pupils in informal settings such as residential trips or after-school activities. Staff should:

- Always maintain professional behaviour and boundaries, even in relaxed environments.
- Avoid behaviour that could be interpreted as seeking inappropriate relationships or friendships.
- Clearly communicate sleeping arrangements for overnight stays to pupils, staff, and parents in advance.
- Ensure appropriate gender balance in staffing for overnight trips.
- Keep colleagues informed of whereabouts during off-site activities.
- Have another adult present unless otherwise agreed with senior staff.
- Complete required trip training and risk assessments in line with the Educational Visits Policy.
- Obtain parental consent for all activities.

17. First Aid and Administration of Medication

Each academy has a medication policy that must be always followed.

Staff must:

- Refer pupils needing medication to the designated staff member (e.g. Medical Welfare Officer, Attendance Officer, First Aid Officer)
- Avoid giving medical advice or administering medication unless authorised and trained to do so
- Only provide emergency medication (e.g. epi-pen) if specified in a Health Care Plan
- Never dispense non-essential medication; consult the medical officer if unsure
- Follow all guidance related to pupils’ medical needs, including attendance at the medical room, clothing requirements, and activity restrictions

18. Intimate Care

All children have the right to safety, privacy, and dignity when intimate care is required—such as assistance with toileting or changing wet/soiled clothing. For pupils who need regular support, a personalised care plan must be developed in consultation with parents and reviewed regularly.

Children should be encouraged to manage their own personal care as independently as possible. When assistance is necessary, staff must ensure that another appropriate adult is nearby and aware of the task being undertaken.

Additional vulnerabilities, such as those arising from physical disabilities, must be considered when developing individual teaching and care plans. All arrangements must be agreed in advance with the child, their parents, the academy, and any relevant external agencies.

When providing intimate care, staff must:

- Inform colleagues of the task being carried out
- Clearly explain the process to the child
- Consult with colleagues if any deviation from the agreed care plan is needed
- Record and justify any changes to the care plan, and share this information with parents after seeking appropriate professional advice

19. Showers & Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be gender specific, appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.

Staff should avoid any physical contact or visually intrusive behaviour when pupils are in a state of undress. Where there are changing rooms, staff should remain in the room when groups are changing and ensure that sensitive pupils are offered the opportunity to change privately.

Separate gender specific changing space should be available with gender specific supervision. Staff should never change or shower in the same place as pupils.

20. Sensitive Curriculum

Many areas of the curriculum can include or raise matters that are sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and that they clearly relate to the learning outcomes identified by the programme of study and a clearly written lesson plan. This plan should highlight any areas of risk and sensitivity and staff must adhere to guidance in these plans regarding sensitive issues. They should establish clear ground rules for the class, at the start of the lesson, including ensuring that pupils receive clear instructions about what can and cannot be raised.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should be taken to abide by the governing body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

Staff should complete an Initial Concern should staff feel any pupil is at risk from a disclosure made or questions asked in a lesson. Staff should never take part in or encourage, inappropriate, personal, or offensive discussion about sexual activity.

21. Photography, Videos and Creative Activities

Recording images is a common part of school life, used for curriculum purposes, off-site activities, publicity, and celebrating achievement. While generally appropriate, these activities must be carefully managed to prevent misuse, including for grooming or inappropriate content.

Staff must:

- Be clear about the purpose of any image-based activity and what will happen to the images afterward.

- Ensure a senior pastoral staff member is informed when photography or video equipment is being used and for what purpose.
- Make all images available for scrutiny to confirm appropriateness.
- Justify any images of children in their possession.
- Avoid recording images in one-to-one situations.
- Check that parental consent has been received before recording or storing images of pupils, and ensure no images are taken of pupils whose parents have withdrawn consent.

Images must not be:

- Stored on personal devices, cameras, or home computers.
- Shared online outside the Federation's official network or website without explicit permission from both parents and a senior pastoral leader.
- Used in any personal capacity.

22. Sharing Concerns and Recording Incidents

All staff must be familiar with the Federation's Child Protection and Safeguarding Policy, including procedures for handling allegations against staff. Anyone subject to an allegation is advised to contact their professional association.

If an incident occurs that could be misinterpreted or lead to an allegation, it must be promptly and clearly recorded and reported to senior staff. Early discussion with a parent may help prevent misunderstanding.

Staff experiencing difficulties that may affect their relationship with pupils should speak with their line manager or another senior colleague. If the issue relates to a pupil's wellbeing or safety, safeguarding procedures must be followed immediately.

Failure to report concerns regarding children is a disciplinary matter.

All staff are expected to:

- Complete accredited safeguarding training, including site-specific modules.
- Know how to access and record incidents via the online platform (My Concern or CPOMS) including any actions they have taken.
- Take responsibility for recording and reporting any concern related to pupil welfare to a DSL as soon as safely possible.
- Refer to the Federation's Child Protection and Safeguarding Policy for detailed procedures and guidance.

23. Social Networking, Online Gaming, AI Tools, and Internet Use

Personal Use of Social Media

Staff may use social media personally but must not access or post during the working day. Personal profiles must be locked down to prevent access by pupils or parents, and any views expressed must be clearly personal and not representative of the Federation.

Staff must not share personal contact details (e.g. phone numbers, email addresses) with pupils, recent pupils or parents. If a pupil discovers a staff member's account, it must be reported, and changes to profile details may be required.

Professional Conduct Online

Staff must not post, share, or engage with any content—on personal or professional accounts—that references Mossbourne Federation, its academies, staff, or pupils without written approval from the CEO or designated communications lead. This includes:

- Images taken during duties (unless authorised)
- Photos of staff at work or work-related events
- Comments about academies, staff, or pupils
- Pupils' work or remarks
- AI-generated content that misrepresents or harms the Federation

Social media must never be used to bully, harass, discriminate, defame, or breach confidentiality or copyright. Misuse may result in disciplinary action.

These rules apply to original posts and reposts. All staff are encouraged to follow Mossbourne Federation's official social media accounts and may 'like' or comment on posts, provided that their engagement is supportive, professional, and consistent with the Federation's ethos. Staff must not post or share content that could be interpreted as critical, defamatory, or misaligned with the Federation's values.

Only members of the Federation Leadership Team (FLT) or Academy Senior Leadership Team (SLT) may post about the Federation, and only in ways that positively promote it.

Security and Privacy

Staff must use strong passwords, never share login details, and verify the legitimacy of any social media requests from colleagues. They must protect the privacy of others' images as carefully as their own. If a pupil contacts a staff member via social media or gains access to their account—whether through impersonation or hacking—the pastoral lead or DSL must be informed immediately. Compromising images posted publicly, even by third parties, may result in professional misconduct charges.

Relationships with Parents

Social networking with parents who are also personal friends is acceptable, but staff must maintain professional boundaries and avoid compromising themselves or the Federation.

Online Gaming

Staff must not play online games with pupils or share gamer tags/IDs. If a staff member finds themselves in a game with a pupil, they must exit immediately and report the incident to the Senior DSL and HR team. School equipment must not be used for gaming.

Use of AI Tools

Misuse of AI tools may result in disciplinary action. Staff may use AI tools (e.g. chatbots, content generators) for authorised professional purposes such as lesson planning or CPD, provided that:

- Use complies with the Federation's IT and Data Protection policies
- No personal or sensitive data is entered unless explicitly authorised
- AI-generated content is reviewed for accuracy and appropriateness

Staff must not use AI tools to:

- Create discriminatory, offensive, or misleading content
- Simulate or impersonate individuals
- Misrepresent authorship or bypass professional responsibilities

Internet Use

Staff must follow the Federation's Acceptable Use of IT Policy. Accessing inappropriate or indecent material—including child pornography or adult content—on school equipment is strictly prohibited and may result in dismissal or legal action. All Federation accounts are monitored and filtered for safeguarding and security.

24. Conduct in the Community

All staff members have a professional responsibility to children, even if an incident occurs outside of the academy sites or academy day and even where involving children that are not Mossbourne pupils.

Staff are not expected to put themselves in any situation which may put their own safety at risk. Staff should report any safeguarding concerns to the local authority or the police if they consider a child to be at risk of harm.

Staff are not expected to tackle behavioural issues in the community; staff should make notes about the behaviours seen and report anything they have seen to the Academy SDSL on returning to work and record via the online platform (My Concern or CPOMS) any concerns or actions they have taken.

25. Sexual Harassment

The Federation does not tolerate any form of sexual harassment of its staff. This includes unwanted physical, verbal, or non-verbal conduct of a sexual nature that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment.

All staff are expected to challenge and report incidents of sexual harassment they witness or experience. Concerns should be reported to the Principal or a Senior Designated Safeguarding Lead. If the concern involves a senior leader, it should be escalated to the Chair of the Governing Board, Safeguarding Governor or Federation Safeguarding Governor.

The Federation will investigate all complaints in a timely, respectful, and confidential manner. Staff who report or witness harassment will be supported and protected from retaliation. Training will be provided to ensure all staff understand how to recognise and respond to sexual harassment.

Staff should not:

- Make unwelcome sexual advances or suggestive comments;
- Make inappropriate touching or physical contact;
- Display or send offensive material;
- Make sexually explicit jokes, gestures, or looks;
- Promise rewards in exchange for sexual favours.

26. Dress and Appearance

Staff are expected to wear smart, professional attire appropriate to their role and responsibilities. As Federation academies are formal institutions where pupils wear full academy uniform, staff should model similarly smart and professional standards to promote a positive image and set a good example.

Clothing and personal presentation should reflect professionalism, avoid vulnerability to criticism or allegation, and support a safe and respectful environment. Attire should not be offensive, overly revealing, contain political or contentious slogans or be likely to cause distraction or misunderstanding. Suitable attire is as follows:

- **General Expectations:** Staff are encouraged to make sensible and professional clothing choices that align with their gender identity and these broad guidelines:
 - Males: Smart trousers, shirt and tie, jackets (optional waistcoat, jumper or cardigan under jacket).
 - Females: Skirt or dress of appropriate length and fit for a professional setting or smart trousers, blouses or smart top, smart cardigan, blazer or jacket.
- **Role-Specific Attire and Protective Equipment:** Staff in roles requiring specific uniforms (e.g. PE, premises, technicians, catering, medical, cleaning) must wear appropriate professional clothing and protective equipment as required.
- **Religious and Cultural Dress:** Religious and cultural attire - including head coverings – are respected. Face coverings may need to be restricted where clear communication is essential to the role.
- **Footwear:** Shoes should be clean, smart, and suitable for a school environment. Trainers, flip-flops or casual footwear are not appropriate unless required for specific roles or activities such as PE or sports. This includes fashion trainers and ‘smart’ trainers. Open-toed sandals should be securely fastened and not slip-on. Comfortable shoes worn to commute to work should be removed as soon as is feasibly possible when entering the site, and wherever possible, before encountering pupils.
- **Hair and Grooming:** Hairstyles and facial hair should be neat and professional. Hair colour should be of a natural shade and styling should not interfere with the learning environment.
- **Jewellery and Accessories:** Should be modest, safe, and appropriate to the role. Religious or cultural items are respected. Only modest earrings and a single nasal piercing should be worn.
- **Tattoos:** Tattoos should not be offensive. Staff may be asked to cover tattoos where appropriate, particularly in roles involving direct student interaction.
- **Formal Occasions:** Staff attending formal events (e.g. parent evenings, open days) should wear a blazer or equivalent smart jacket.

The following items are not considered appropriate:

- Casual wear such as jeans, chinos, shorts, leggings, hoodies, denim or leather jackets.
- Clothing that is see-through, low-cut, or excessively tight or short.
- Footwear such as flip-flops, Birkenstocks, or fashion trainers.

These standards apply on academy sites and when representing the Federation offsite, unless a time-bound medical exemption has been seen and agreed in writing. Staff should seek a doctor’s note or similar if a temporary or permanent condition means that they cannot adhere to this dress code. During school breaks on INSET days, staff may be permitted to relax the dress code when pupils are not present, as communicated by their Principal. If in doubt about appropriate attire for work- or work-related activities, staff should seek advice from HR or their Principal.

27. Lanyards and Security

Staff must always wear their green staff lanyard with their staff photo identification clearly visible when on any Mossbourne Academy site.

Staff lanyards should be worn when outside the academy, on academy business such as trips. They don't need to be worn when moving between academies or when commuting to and from work. Lanyards should be removed when not on Federation or academy business.

All staff have a duty to be vigilant and ensure the security of a site in accordance with site specific health and safety and safeguarding practices. All staff are responsible for vigilance around visitors:

- DBS 'cleared' visitors wear the yellow or 'blue' 'visitor' lanyard, indicating that they are not a Federation employee but that they may walk freely around the site without supervision because they have been vetted.
- Visitors without DBS 'clearance' must wear the red 'visitor' lanyard, indicating that they are not a Federation employee and not vetted, so must always be supervised by a staff member.

The coloured lanyard system is a visual guide to aide in the identification of potential intruders but is not to be fully relied upon. Staff should always remain vigilant and challenge any adult they do not recognise, especially if their behaviours cause concern, regardless of the colour of their lanyard. If a visitor wearing the red lanyard does not appear to be supervised, staff must approach the visitor & enquire who they are with, escorting them back to supervision.

28. Honesty and Integrity Including Gifts & Hospitality

Staff must uphold high standards of honesty and integrity in all aspects of their work, including handling money, using school property, and interacting with suppliers and contractors.

Compliance with the Bribery Act 2010 is mandatory. Offering, accepting, or soliciting bribes—financial or otherwise—is a criminal offence. Any concerns about potential breaches must be reported via the Federation Whistleblowing Policy.

Gifts from suppliers or associates must be declared to the Finance team using the Gifts and Hospitality Declaration Form available on the Central Services Hub. Gifts or entertainment valued over £50 must be disclosed.

Personal gifts from staff to pupils are inappropriate and may lead to disciplinary action. Small prizes for tasks or competitions are acceptable if given fairly and transparently. Gifts from pupils or parents (e.g. at Christmas or as a thank-you) are acceptable if occasional and of low value.

Regular or high-value gifts are not permitted.

Staff must:

- Declare any existing social relationships with suppliers or contractors in advance.
- Be familiar with the Federation's Whistleblowing Policy and financial regulations.
- Declare any gifts that could be misinterpreted or are of significant value.
- Only give gifts to pupils as part of an agreed reward system or, if outside that, ensure they are of minimal value and given equally.

29. Remote and Hybrid Work

The Federation provides opportunities for some staff to work in a way that is untethered from a specific office, classroom or site. This opportunity is not one-size-fits-all and applies differently to different roles. As a guide, student facing roles are generally not afforded the opportunity to work offsite, unless agreed by the Principal through application of a PPA rota or non-contact time with pupils within the school day. Offsite working should never be assumed and is always authorised only with the explicit agreement of the line manager or Principal.

Staff working remotely must maintain the same professional standards as would be expected within a Federation site. Backgrounds in video calls should be Mossbourne branded or neutral and the in-office dress code must be adhered to. Staff should refer to the Federation Hybrid Working Policy for more detail.

30. Whistleblowing

The Mossbourne Federation is committed to fostering a culture of openness, trust, and accountability. Whistleblowing allows staff to raise concerns in good faith, without fear of repercussion, when they believe wrongdoing has occurred in the workplace.

Whistleblowing applies to concerns raised in the public interest, including but not limited to:

- Breaches of legal or statutory obligations
- Risks to health and safety
- Environmental damage
- Criminal offences
- Misuse of public funds
- Actions that negatively affect the welfare of children
- Attempts to conceal wrongdoing

Concerns about the behaviour of colleagues should be raised as early as possible. All reports will be taken seriously, investigated promptly, and handled with sensitivity and confidentiality. Staff are protected from victimisation when raising genuine concerns, even if those concerns prove to be mistaken.

Depending on the nature of the issue, reports (preferably in writing) should be made to either the line manager, Principal, Federation Leadership Team member, CEO, Governor, or to a member of an external agency. See the Federation Whistleblowing Policy for more guidance. Whistleblowing to an external agency without first using internal procedures is a breach of the Federation's Code of Conduct. However, in certain circumstances—such as fear of victimisation, concerns about a cover-up, dissatisfaction with internal outcomes, or involvement of senior staff—it may be reasonable to raise concerns externally.

31. Duty to Disclose Changes in Vetting Status

All staff have a professional and legal obligation to ensure that their continued employment is not compromised by any change in their eligibility to work in the United Kingdom or their suitability to work with children or vulnerable individuals.

Any change in Right to Work (RTW) status, or any circumstance that may affect Disclosure and Barring Service (DBS) clearance—such as cautions, convictions, or other relevant information—must be reported immediately to both the Principal and the HR team. Failure to disclose such changes may result in disciplinary action, up to and including dismissal.

Staff must complete mandatory induction training upon joining the Federation and undertake annual safeguarding training and compliance. Non-compliance with these training requirements may similarly result in disciplinary action.

32. Updates to this Code of Conduct

The Staff Code of Conduct is reviewed at least annually, each academic year, within INSET training at the commencement of term, all staff re-read and agree to the updated Staff Code of Conduct. New Joiners to the organisation also sign to acknowledge their agreement to abide by the Code.

33. Connections to other policies

This policy should be read in conjunction with the Federation's:

- Whistleblowing Policy
- Staff Disciplinary Policy
- Behaviour, Uniform and Appearance and Attendance Policy'.
- Child Protection and Safeguarding Policy
- Hybrid working policy
- Finance Manual

Appendix 1: Relationships with pupils outside of work declaration

It is recognised that there may be circumstances whereby employees of the school are known to pupils outside of work. Examples include but are not limited to social groups; sports clubs; religious organisations; tutoring; family connections. Staff must declare any relationship/s outside of school that they may have with pupils, on this form. There is no need to complete this form if to the best of their knowledge staff do not have a relationship with a pupil outside of school.

Employee Name	Pupil Name	Relationship
I can confirm that I am fully aware of the code of conduct relating to contact out of school with pupils in line with this policy.		<input type="checkbox"/>
I confirm that if these circumstances change at any time, I will complete a new form to ensure the Mossbourne Federation is aware of any relationships.		<input type="checkbox"/>
Signed:		Date:
Once completed, signed & dated, please return to HR for the attention of the SDSL.		

Appendix 2: Confirmation of Compliance

I hereby confirm that I have read, understood, and agree to comply with The Mossbourne Federation Staff Code of Conduct.			<input type="checkbox"/>
Name:			
Position:			
Signed:		Date:	
Once completed, signed, and dated, please return this form to HR.			

Please note that this document may be signed in ink or signed online using the Federation's online training portal.