



**CODE OF STAFF CONDUCT**

The following code applies to all staff employed by the governing body of St. Julie's Catholic High School.

**PREAMBLE**

Keeping Children Safe in Education (DFE 2024) sets out the requirement for all schools to have a staff code of conduct, sometimes referred to as a staff behaviour policy. This code of conduct should be followed by all staff (including visiting staff), volunteers and governors.

Everyone must also read and understand Part One and Annex B of Keeping Children Safe in Education (DFE 2024). This code of conduct aims to support adults so they don't work in a manner which might lead to an allegation against them by raising awareness of illegal, unsafe, unprofessional and unwise behaviour and by supporting staff and volunteers to understand what safe, professional conduct is. Equally it aims to reduce the opportunity for any adult intent on grooming or harming a young person. The policy aims to reduce the risk of incidents or misunderstandings occurring by developing and setting out clear guidelines and boundaries. It encourages you to work in an open and transparent way that should avoid someone questioning your motives, intentions or suitability to work with young people.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment.

Everyone is expected to adhere to this 'Code of Conduct' along with the Safer Recruitment Consortium Guidance for safer working practice for those working with children and young people in education settings 2022

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Our school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately. Creating this culture in which all concerns are shared responsibly, in a timely way with the right person, and are recorded and dealt with appropriately is critical to effective safeguarding practice. This culture enables the school to identify concerning, problematic or inappropriate behaviour at the earliest possible stage, minimises the risk of abuse and ensures that all adults working in or on behalf of the school are clear about professional boundaries and act within these, in accordance with our ethos and values. This culture also empowers individuals to share concerns with key staff about their own behaviour at the earliest possible opportunity.

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It is a key principle of this code of conduct that everyone understands their responsibility to share without delay any concerns they may have about a child's welfare or an adult's behaviour towards a young person. This includes any behaviours which may not meet the harm threshold and may be deemed to be a 'low level concern' as set out in our Safeguarding Policy. In addition, everyone has a responsibility to escalate their concerns to the Local Authority Designated Officer if they feel that safeguarding concerns they have raised about a child or adult working at the school are not being addressed by the school. Further information and guidance regarding how school will respond to concerns about an adult's conduct towards children where the harm threshold is met are set out in our managing allegations policy.

### Code of Conduct:

Our school will create a culture of openness, transparency, trust and support where all members of the school community feel empowered to share relevant information about themselves or someone else.

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

If you have any concerns that a child is being harmed, abused or neglected you must share your concerns immediately both verbally and in writing with the school's Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or another member of the school's Leadership Team. Always listen carefully to the child and report what they tell you in the child's own words. Never promise to keep a secret.

If you receive an allegation against an adult working in the school or observe behaviour that concerns you, you must discuss your concerns without delay with the Headteacher. In the absence of the Headteacher, concerns should be shared with another senior member of staff such as the Deputy Headteacher or Designated Safeguarding Lead, or the Chair of Governors. Concerns regarding the Headteacher should be directed to the Chair of Governors or Local Authority Designated Officer. The school's Whistleblowing Policy and the NSPCC whistleblowing helpline are available for staff who do not feel able to raise concerns internally. Staff can call the NSPCC on 0800 028 0285. The line is available from 8:00am to 8:00pm, Monday to Friday- and 9am – 6pm at the weekend - or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Safeguarding-Mate can also guide staff should they have a concern about an adult's behaviour.

If you are worried that the behaviour of an adult working in the school (including all third party staff, supply staff and volunteers) is giving cause for concern, no matter how small the concern is and even if it does not meet the harm threshold, you must share your concerns with the designated safeguarding lead without delay. This is in line with the low level concern procedures set out within our child protection policy. Concerns regarding the designated safeguarding lead should be directed to the headteacher.

Anyone (in emergencies or if they are required to) can make a referral about their concerns for a child directly to Children's Services.

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**You should:**

- Follow the school's safeguarding policy and procedures and in line with this share safeguarding information appropriately but also act accordingly with sensitive and confidential information.
- Be alert to the indicators of harm and abuse towards a child, including child on child abuse.
- Be punctual at all times in arriving to where you should be
- Dress appropriately according to your role, ensuring that clothing is compliant with professional standards and is not likely to be viewed as offensive or revealing and that it is absent of any political or other contentious slogans or images. This applies to online or virtual teaching, as well as face to face.
- Ensure that pupils address you in a formal manner at all times and address colleagues in a professional manner when pupils and/or parents are present. It is a reasonable expectation that members of staff will be treated by colleagues and pupils with politeness and courtesy and that they will treat colleagues and pupils in a similar fashion.
- Act as an appropriate role model, treating all members of the school community with respect and tolerance.
- Always maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others. This includes within school, in your personal life and in any online activity. All staff have a responsibility to model safe practice at all times.
- Ensure that you appropriately challenge any form of derogatory and sexualised language or behaviour to ensure that everyone is respectful at all times.
- Ensure gifts given or received are recorded and discussed with your Line Manager.
- Respect others' confidentiality unless sharing information is appropriate to ensuring their welfare.
- Ensure that when working one to one with a child, it is only undertaken when absolutely necessary (both in person and online), in line with guidance given by the school and is with the prior knowledge and approval of senior leaders and parents/carers.
- Adhere to the school's policies, particularly those related to safeguarding - including child protection, behaviour, attendance, physical intervention, intimate care, anti-bullying, equal opportunities, data protection, health and safety and online safety (acceptable use policy).
- Ensure that you understand your responsibilities under the UK General Data Protection Regulation and Data Protection Act 2018 and be clear that where personal information is recorded electronically, systems and devices are kept secure.
- Ensure you are familiar with the DfE Data Protection guidance for schools, which will help school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.
- Report any behaviour or situations which you feel may give rise to a complaint or misunderstanding in respect of your own actions both in and out of school. Also share situations with the designated safeguarding lead if you feel your actions might have sat outside this code of conduct, or may appear to others that they have done so.
- Share with the Headteacher (or Designated Safeguarding Lead in their absence) any behaviour of another adult working in or on behalf of the school where it gives you cause for concern or breaches this code of conduct or the school's safeguarding policies in line with the low level concern procedures set out in our child protection policy. Examples of such behaviours include, but are not limited to, being over friendly with children, having

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favourites, taking photographs of children on their mobile phone or engaging with a child on a one to one basis in a secluded area or behind a closed door. Your intervention may allow for their practice to be supported and developed and/or prevent a child from being harmed.

- Understand that it may be appropriate to discuss with the Head teacher matters outside of work, including online, which may have implications for the safeguarding of children in the workplace. This includes information about yourself or other adults working in or on behalf of the school. You must ensure that you are aware of the circumstances where this would be applicable.
- Be aware that behaviour by yourself, those with whom you have a relationship or association, or others in your personal life (in or out of school or online), may impact on your work with children.
- Staff are encouraged to declare any relationships which exist outside of the workplace with any children, families or staff. This is in line with our school culture and enables any implications for practice to be considered and staff to be provided with appropriate advice to support safer working practices.
- Understand the circumstances where it may be necessary to 'self-report' incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff.
- Inform the head teacher of any cautions, convictions or relevant orders accrued during your employment, and/or if you are charged with a criminal offence.
- Understand that if you commit a relevant offence that would appear on your DBS certificate or you become disqualified under the Childcare Act 2006 (those staff covered by the scope of the guidance): [www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006](http://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006) then you must inform your headteacher. (The Childcare Act 2006 does not cover all settings or even all staff within a setting.)

#### Never:

- Act in a way both at work and/or in your personal life (including online) that brings yourself, school or the teaching profession into disrepute.
- Make, encourage or ignore others, making personal comments which scapegoat, demean or humiliate any member of the school community including ignoring any form of child on child abuse.
- Use your position to intimidate, bully, humiliate, coerce or undermine any member of the school community. This includes shouting in anger and aggressively to punish them rather than raising your voice to be heard or avoid danger.
- Undermine fundamental British values including democracy, rule of law, individual liberty and mutual respect, and tolerance for those with different faiths, beliefs or from different cultures.
- Develop 'personal' or sexual relationships with children and young people, including making sexual remarks or having inappropriate sexual banter. In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person in full time education/below the age of 18, even if that pupil is over the age of consent.

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- Engage in inappropriate conversations with students or share inappropriate personal information about yourself or others.
- Discriminate favourably or unfavourably towards a child.
- Give personal contact details to pupils or communicate outside of school using social networks, email, text, WhatsApp, etc. or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.
- Have conversations on social networking sites that make reference to children, parents or other colleagues at the school or be derogatory about the school. Never make any statements or post images on social networking sites that might cause someone to question your suitability to act as a role model to young people or bring your own or the school's reputation into disrepute. You should never communicate with parents through social network sites and you are strongly advised to declare any existing friendships/relationships to your Line Manager.
- Use personal equipment to photograph children (always use the school's equipment) and ensure any photographs are only stored in the designated secure place on the school's network and not on portable equipment.
- Post on the school's website or social media accounts any photographs of children without their consent. (Some children may be put at risk by their whereabouts being made public)
- Use your personal mobile phone (or other personal IT equipment including 'wearable' technology) in areas used by children unless in emergencies or under an agreed protocol set out by the headteacher. Other electronic devices with image sharing capabilities should be treated in the same manner as mobile phones
- Undertake 'one to one' activities out of the sight of others unless it is a planned activity with the knowledge of your Line Manager and in keeping with your own responsibilities. You should not cover windows or door panels but always act in an open and transparent way.
- Transport children unsafely, for example by driving whilst using your mobile phone, consuming alcohol, failing to ensure that seat belts are worn or driving without appropriate insurance. Any trips should be planned and with the knowledge of your Line Manager. Unforeseen events should be reported to your Line Manager. It is good practice to have another adult to act as an escort during the journey
- Consume or be under the influence of alcohol or any substance, including the misuse of prescribed medication, when professionally active and responsible for either pupils, parents, other colleagues and/or school property
- Have physical contact with young people that might be misconstrued or considered indecent or harmful. Ensure you are always able to give an account of the reasons for physical contact or physical intervention. Where physical contact is required it is good practice for it to be within the sight of others. Any physical contact with a child that was needed to control or restrain a child should always be the minimum required

## ADDITIONAL GUIDELINES FOR STAFF

### Contact with pupils

Staff must exercise professional judgment at all times in their dealings with pupils.

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From time to time it may be advisable for all staff to reappraise their teaching styles, relationships with pupils and their manner and approach to individual pupils, to ensure that they are above reproach in the minds of colleagues, pupils or parents.

Pupils should always feel able to report abuse against them by staff or volunteers, or any incident where they believe that a member of staff has crossed the boundary of acceptable behaviour.

Staff should also be familiar with the school's policies about physical contact with pupils, the use of reasonable force to control or restrain pupils, and the procedures that should be followed if a pupil needs first aid or medical attention.

### Physical Contact with pupils

a) Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well-intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. Staff must not make gratuitous physical contact with their pupils within the scope of their teaching or as a way of relating to pupils.

b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school, as well as the welfare of all pupils.

### Private meetings with pupils

a) Staff and volunteers are strongly advised not to conduct private meetings with individual pupils. On the rare occasions when a confidential interview or a one to one meeting is necessary such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Staff should ensure that another adult knows that the interview is taking place, its location, the purpose of the meeting, the name of the pupil being interviewed and the approximate duration of the meeting.

b) Meetings with pupils away from the school premises should only be arranged with the specific approval of the head teacher.

c) Staff should not offer or give pupils 'lifts' in their vehicles, unless as part of an agreed and approved arrangement for an educational visit and where the staff member has the necessary insurance cover – lest this lead to disciplinary measures being taken against the member of staff.

### Where physical contact *may* be acceptable

a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the head teacher.

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b) Some staff are likely to come into physical contact with pupils from time to time in the course of their duties; for example showing a pupil how to use a piece of apparatus or equipment and demonstrating a move or exercise. Staff should use their discretion in such cases to ensure that any physical contact is, and is seen by others present to be, normal and natural. Staff should avoid such contact with the same pupil over a period of time.

c) There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to physically restrain a pupil they must liaise with the Designated Safeguarding Lead to ensure that this is recorded in the child's CPOMS record under the category of 'reasonable force', detailing the time, date and details of the incident.

### **Caring for pupils with particular problems**

a) Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.

b) Staff should be familiar with latest safeguarding advice and guidance and be alert to emerging issues including Child Sexual exploitation and female genital mutilation. They should follow Safeguarding procedures and report the issue if they suspect that any abuse is taking place

### **Relationships and attitudes**

a) All staff should clearly understand the need to maintain appropriate boundaries in their dealings with pupils. Intimate or sexual relationships between staff and pupils will be regarded as a grave breach of trust, and any sexual activity between a member of staff and any pupil may be a criminal offence.

b) All staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils, and take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff of either sex are dealing with adolescent pupils.

c) From time to time staff may encounter pupils who display attention seeking behaviour, or profess to be attracted to them. Staff should aim to deal with those situations sensitively and appropriately, but must ensure that their behaviour cannot be misinterpreted. In these circumstances, the member of staff should also ensure that the head teacher or the Designated Safeguarding Lead is aware of the situation. Incidents or concerns must be reported to Assistant Headteacher of the Key Stage Heads of School who are also fully trained designated Safeguarding Officers.

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### Receipt of Gifts, Hospitality and other favours

- The Governing Body maintains a register of gifts offered to staff or individual governors above a value of £20.00. Details are entered in the register which include whether the gift was declined or accepted.
- Individual governors and members of staff are required to notify the Business Manager when gifts, hospitality or favours are offered as details will need to be entered in the register including those that are not accepted.
- The register is available for inspection by the LA and Internal Audit.
- Governors and members of staff involved in making buying decisions do not accept excessive, frequent or regular gifts, hospitality, entertainment or other services from existing or prospective suppliers. When considering whether to accept such offers, they consider whether they could affect their independence or cause concern.

### Where conversation of a sensitive nature may be appropriate

- a) All staff have a pastoral responsibility for pupils. Occasionally, in order to fulfil that role effectively, their conversations with pupils will cover particularly sensitive matters. Staff must, in these circumstances, refrain from probing for details which could be construed as unjustified intrusion.
- b) Staff approached by pupils for advice must judge whether it is appropriate for them to offer counselling and advice or whether to refer the pupil to another member of staff with acknowledged pastoral responsibility for the particular pupil.
- c) In particular, staff must never promise confidentiality to pupils as this may delay or prevent from the proper help being secured and also be construed as a sign of 'favouritism'

### Inappropriate comments and discussions with pupils

- a) As with physical contact, comments by staff to pupils, either individually or in groups, can be misconstrued. Staff must not make unnecessary comments to and/or about pupils which could be construed to have a sexual or otherwise inappropriate connotation. It is also unacceptable for staff to introduce or to encourage debate amongst pupils in class, or elsewhere, which could be construed as having a sexual or otherwise inappropriate connotation that is unnecessary given the context of the lesson, or the circumstances. At the same time it is recognised that a topic raised by a pupil is best addressed rather than ignored.
- b) Staff should be extremely cautious about discussing their private and personal situations with any students. Personal details, such as, home or mobile telephone numbers or home addresses should not be divulged to students unless agreed by the Headteacher.
- c) Personal e-mail addresses and any social network details such as Twitter, Instagram or Facebook user names should not be shared with pupils. It is prudent for staff to have all security and privacy settings for their social media accounts set to the maximum possible. Members of staff who wish to engage in communication with pupils via e-mail should inform line-managers and should always use their school e-mail addresses only to reflect that both parties should use the school system for communication. Further

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details can be found in the school's e-safety and Acceptable Use Policy, available via the [school website](#).

### Extra curricular activities and educational visits

Staff should be particularly careful when supervising pupils in extra curricular activities, or a residential setting such as a ski trip, outdoor education camp or extended visit away from home the standard of behaviour expected of staff will be no different from the behaviour expected within school.

Where visits to outside venues are arranged, at least two members of staff must be present at all times. At least one of these members of staff must be female. For Sixth Form trips involving male students, at least one member of staff should be male.

Staff should take care in receiving or giving gifts to pupils which could be misunderstood. Gifts to individual pupils from staff will be exceptional and should be notified to the Headteacher. Inappropriate gifts from pupils should be reported to the Headteacher.

### Driving and use of the school Minibus

Please refer to the school Driving Policy and Mini Bus Policies.

### Social Functions

It is recognised that attendance at events where pupils are present is appreciated by pupils and enjoyed by both staff and pupils. However, staff should be aware that, depending on the circumstances, they may be regarded as having some level of responsibility/liability to the pupils concerned. Inappropriate behaviour by staff or pupils at such events should be reported to the Head teacher.

### Reporting incidents

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued he/she should discuss the matter with the head teacher. Where it is agreed with the head teacher the member of staff or volunteer should provide a written report of the incident. A detailed written report should always be made if a member of staff has been obliged to restrain a pupil physically, or where a complaint has been made by a pupil, parent or other adult.

### CONFIDENTIALITY

- a) The Governing Body has agreed the School's Safeguarding Policy and adopted the Local Education Authority's Guidelines on child protection issues.
- b) Every individual member of staff has access to the policy and has access to the LA guidelines. It is stressed that staff should not make any promises to pupils which indicate that information of a confidential nature concerning a child protection issue will be kept a secret.
- c) If staff are made aware of such information from whatever source, they should immediately inform the designated Safeguarding Officer of the Key Stage.

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- d) Staff are reminded that confidential information about pupils and other staff should not be shared with others and should not be displayed on computer screens and/or display screens and left unattended. Staff should refer to the E-Safety policy of the school in relation to these matters.

### CONCLUSION

This document attempts to set out the good practice which is already being carried out by members of staff in the school. It is recognised that occasions may arise which fall outside the scope of this document. In such circumstances, members of staff are advised to contact the Headteacher or the Lead Safeguarding Officer.

All school employees should have a clear understanding of their responsibilities under this code of conduct. It aims to help avoid poor working practices that may lead to a person's behaviour being investigated and the consideration of disciplinary procedures

**This document should be read in conjunction with the school policy documents contained in the School Documents Portal**

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## Managing allegations against staff and volunteers policy and procedures

**This policy should be read alongside the DFE guidance Keeping Children Safe in Education and the Local Safeguarding Children Partnership's policy and procedures.**

The purpose of this policy is to provide guidance to all staff and volunteers in relation to the processes for managing allegations against adults working with children.

The headteacher is the designated case manager for allegations against all staff and volunteers. A nominated governor (chair of governors) is the case manager for managing allegations against the headteacher.

The Local Authority Designated Officers in Liverpool are Pauline Trubshaw and Catherine Ballans. They can be contacted on 0151 233 0840 or via email [LADO@liverpool.gov.uk](mailto:LADO@liverpool.gov.uk). Referrals should be made by emailing the LADO referral form to [LADO@liverpool.gov.uk](mailto:LADO@liverpool.gov.uk).

Our school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately. Creating this culture in which all concerns are shared responsibly, in a timely way with the right person, and are recorded and dealt with appropriately is critical to effective safeguarding practice. This culture enables the school to identify concerning, problematic or inappropriate behaviour at the earliest possible stage, minimises the risk of abuse and ensures that all adults working in or on behalf of the school are clear about professional boundaries and act within these, in accordance with our ethos and values. This culture also empowers individuals to share concerns with key staff about their own behaviour at the earliest possible opportunity.

### Key principles:

- Any concerns about an adult's behaviour towards a child or concerns about someone's suitability to work with children, or behaviours that are inconsistent with the school's code of conduct and [Guidance for safer working practices for working with children](#) must be reported without delay in order to protect children. The school will not delay in seeking advice from the Local Authority Designated Officer (LADO) or making a referral to Children's Services or contacting the police. The school should report any potential criminal actions to the police.
- The school will work in partnership with other agencies to ensure any allegation is resolved in a timely way.
- The school is aware of its statutory responsibility to make a referral to the Disclosure and Barring Service and/or the Teaching Regulation Agency when the outcome of a case requires this.
- In keeping with the DfE guidance Keeping Children Safe in Education any reference, including an agreed reference as part of a settlement agreement, will always include any substantiated allegations, safeguarding concerns and a statement about someone's suitability to work with young people.
- The person should be given full opportunity to respond to the allegation and to participate in any investigation. The DfE is clear that compromise agreements where the person resigns and leaves with an agreed reference and the employer agrees not to pursue disciplinary action must not be used in cases of refusal to co-operate or resignation before the person's notice period expires. Such an agreement will not

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prevent a thorough police investigation where that is appropriate. The school also has to investigate the matter in order to provide information to support any referral to the DBS or Teaching Regulation Agency.

- Consideration will be given as to how best to support all parties.
- Careful consideration will be given to alternatives to suspending the member of staff.
- The school is aware of its responsibility to maintain confidentiality and abide by the Education Act 2011 which places reporting restrictions preventing the publication of any material that might lead to the identification of a teacher until the person is charged or reporting restrictions are lifted. The school should make parents aware of their responsibilities in respect of confidentiality. Once the matter is concluded, careful consideration will be given to any lessons that can be learnt in particular induction, ongoing training, supervision, policies and procedures.
- If an adult who works with children has involvement from Children's Social Care in respect of their own child, or a child that they live with or have contact with, it is the responsibility of Children's Social Care to assess the immediate concern and inform the LADO of whether the adult poses a risk to children. Examples of this may include:
  - Allegations of assault, physical or emotional, on their own child or on a child they live with or have contact with;
  - Domestic abuse;
  - Substance misuse; or
  - Lives with or is in a relationship with a person who is identified as a risk to children
- Staff will be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in or out of school or online), may impact on their work with children.
- Staff will be aware that they should inform the head teacher of any cautions, convictions or relevant order accrued during their employment, and/or if they are charged with a criminal offence.
- Staff will report any behaviour or situations which they feel may give rise to a complaint or misunderstanding in respect of their own actions both in and out of school. They will also share situations with the designated safeguarding lead where they believe their actions may have sat outside the agreed code of conduct for staff, or may appear to others that they have done so. The designated safeguarding lead will inform the Headteacher as soon as possible to enable a decision about the next course of action.
- Staff will be aware that if the behaviour of an adult working in the school is giving cause for concern, no matter how small the concern is and even if it does not meet the harm threshold set out in this policy, they must share their concerns with the Headteacher without delay. This is in line the low level concern procedures set out within our child protection policy. Concerns regarding the Headteacher should be directed to the Chair of Governors.
- Staff will be aware that if their role is within the scope of the Childcare Act 2006 and they commit a relevant offence that would appear on their DBS certificate or they become disqualified under the Childcare Act 2006, then they must inform their head teacher.
- In line with our code of conduct and child protection policy, staff in school should ensure that they disclose information about themselves, or others, relating to the above

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to the Head teacher as soon as possible. School will create an environment and culture where staff are supported and empowered to do this.

- If the school receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purpose of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), the school will follow its own policies and procedures, including informing the LADO.

### Key procedures:

- The school should follow the guidance set out in part 4 of Keeping Children Safe in Education and the local safeguarding children partnership's procedures.
- Any concerns about the behaviour of any adult working for the school towards a child should be brought to the attention of the Head Teacher and/or Designated Safeguarding Lead without delay. This includes supply staff and volunteers. Concerns about the headteacher should be directed to the nominated governor (chair of governors). The school's Whistleblowing Policy and the NSPCC whistleblowing helpline are available for staff who do not feel able to raise concerns internally. Staff can call the NSPCC on 0800 028 0285 – the line is available from 8:00am to 8:00pm, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). [Safeguarding-Mate](#) can also guide staff should they have a concern about an adult's behaviour.
- Initial considerations should consider if the person may have:
  - - behaved in a way that has harmed a child, or may have harmed a child and/or;
    - possibly committed a criminal offence against or related to a child and/or;
    - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; and/or
    - behaved or may have behaved in a way that indicates they may not be suitable to work with children
- Equally initial consideration and 'fact finding' may determine the concerns do not meet the above criteria and do not warrant a police investigation or enquiries by Children's Services. There may be clear evidence from the outset the allegation is false, malicious or unfounded.
- Consideration should be given to immediately protecting the child and the need to contact the police.
- The Local Authority Designated Officer (LADO) is the linchpin in the process and should be contacted without delay to discuss allegations against staff and volunteers. The LADO will hold a strategy discussion with police and relevant agencies. The strategy discussion and subsequent strategy meetings will consider:
  - the case for suspension or alternatives to suspension
  - any investigation undertaken by police
  - any assessment being undertaken by Children's Services
  - the basis for when the employer can begin a disciplinary investigation
  - managing, sharing information and confidentially issues
  - well-being and support needed for all parties

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- All referrals to the LADO should be made using the LADO referral form.
- The Case Manager should seek advice from their HR Provider and the Liverpool Safeguarding Team ([safeguarding@si.liverpool.gov.uk](mailto:safeguarding@si.liverpool.gov.uk))
- When an allegation arises in an Early Years setting the Early Years Foundation Stage Framework may require the allegation to be reported to Ofsted (normally within 14 days).
- The LADO will advise if the parents and member of staff can be informed of the allegation and exactly what information can be shared.
- The school will only begin a disciplinary investigation when advised by the LADO and police that these processes can begin.
- At the point at which the member of staff is notified of the allegation they should be given information about the Managing Allegations Against Adults and Volunteers procedures and also a nominated member of staff to support them. They should be advised to seek Trade Union support and consideration should be given to their wellbeing and continued support. They should be given guidance about the process.
- The LADO will advise how to manage speculation, leaks and gossip and whether it would be prudent to contact the Local Authority Press Office, and any information which might be reasonably given to the community to reduce speculation. In line with Keeping Children Safe in Education, staff and the child's family will be advised about the legislation on imposing restrictions which makes clear that the 'publication' of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited.
- Suspension is always a neutral act and should not be an automatic response. The decision to suspend a member of staff is the employer's only. However, the school will need to draw upon the advice of the LADO and Police and, in keeping with the DFE guidance, record the reasons why suspension was chosen over other alternatives.
- The case manager (Head Teacher or nominated governor) will record all actions, discussions and decisions taken in respect of the allegation. They will need to attend strategy meetings chaired by the LADO. They may wish to be accompanied by their HR Provider.
- The DFE sets out the following definitions which should be used when determining the outcome of allegation investigations:

**Substantiated:** there is sufficient evidence to prove the allegation;

**False:** there is sufficient evidence to disprove the allegation;

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

**Unfounded:** Schools may wish to use the additional definition of 'unfounded' to reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.

- The school will only include in references substantiated allegations.
- The school will retain information about substantiated, false, unfounded and unsubstantiated allegations on personnel files.

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- The record of the allegation will be retained until the member of staff's normal retirement age or for a period of ten years from the date of the allegation if that is longer.
- The school will consider what support the member of staff, child and family need throughout the process. In cases of malicious allegations, the school will consider whether disciplinary action is appropriate against the child or a referral to the police or Children's Services is required.
- On conclusion of the case the member of the staff will be given a copy of the outcome of the investigation and, where required, supported to return to work. The school has a legal duty to refer to the DBS in line with Keeping Children Safe in Education. The school will not enter into compromise/settlement agreements if a member of staff faces an allegation against them and the agreement prevents sharing concerns about someone's suitability to work with children and/or the member of staff refuses to cooperate with the investigation (refer to detail of DFE guidance). The school would also still need to conclude its investigation and when required refer to the DBS for consideration of 'barring from working with children'.
- The school has a responsibility to refer to the Secretary of State (Teaching Regulation Agency) any teacher because of serious misconduct in line with Keeping Children Safe in Education.
- Consideration should also be given to how practices or procedures should be reviewed to help prevent similar events in the future, including the decision to suspend and the length of suspension.
- In some circumstances, the school will have to consider an allegation against an individual who is not directly employed by the organisation and where our disciplinary procedures do not fully apply (for example supply teachers). Whilst the school is not the employer of the individual, we still have responsibility to ensure allegations are dealt with properly and will liaise where appropriate with relevant parties. The school will not cease to use the services of a supply teacher as a result of safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

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**Summary managing allegations against staff and volunteers procedures**

If a member of staff or volunteer has a concern about the behaviour of another adult working in the setting then they should share this concern **without delay** with either:

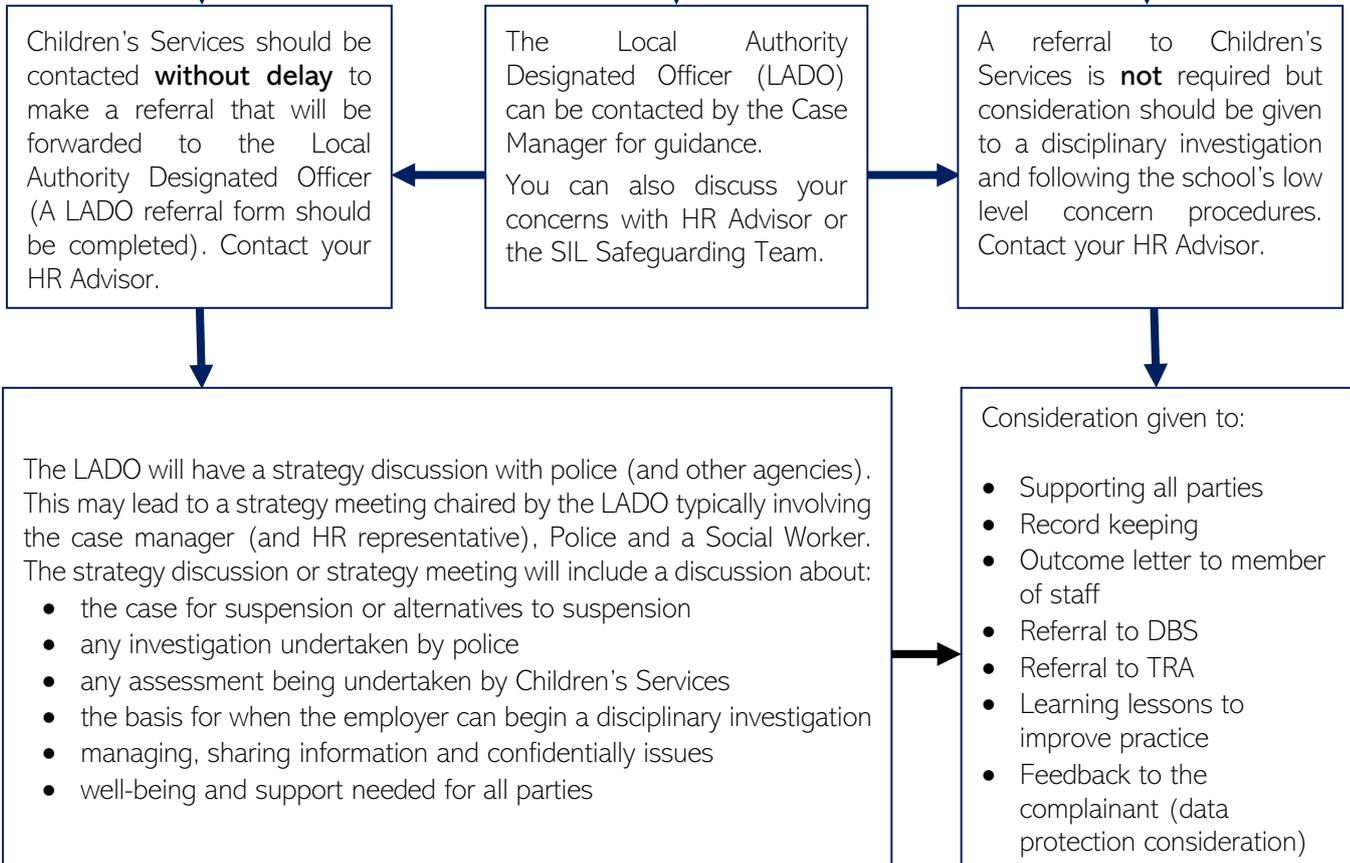
- The Head teacher (Case Manager for allegations against staff). If the Head teacher is unavailable: Deputy Head teacher or Designated Safeguarding Lead.
- The Nominated Governor (The Chair of Governors is often the nominated Case Manager for allegations against the Head teacher)

Rarely a member of staff may need to contact Children's Services or the Local Authority Designated Officer (LADO) directly, or whistle-blow (NSPCC helpline 0800 028 0285 [help@nspcc.org.uk](mailto:help@nspcc.org.uk))

The Case Manager will then consider the alleged behaviour drawing upon Local Safeguarding Children Partnership Procedures and the DFE guidance Keeping Children Safe in Education. Did they:

- act in a way that has harmed a child, or may have harmed a child and/or;
- possibly commit a criminal offence against or related to a child and/or;
- behave towards a child or children in a way that indicates he or she would pose a risk of harm to children; and/or
- behave or may have behaved in a way that indicates they may not be suitable to work with children

Consideration should always be given to the need to immediately protect a child or children and contacting Children's Services and/or Police **without delay**.



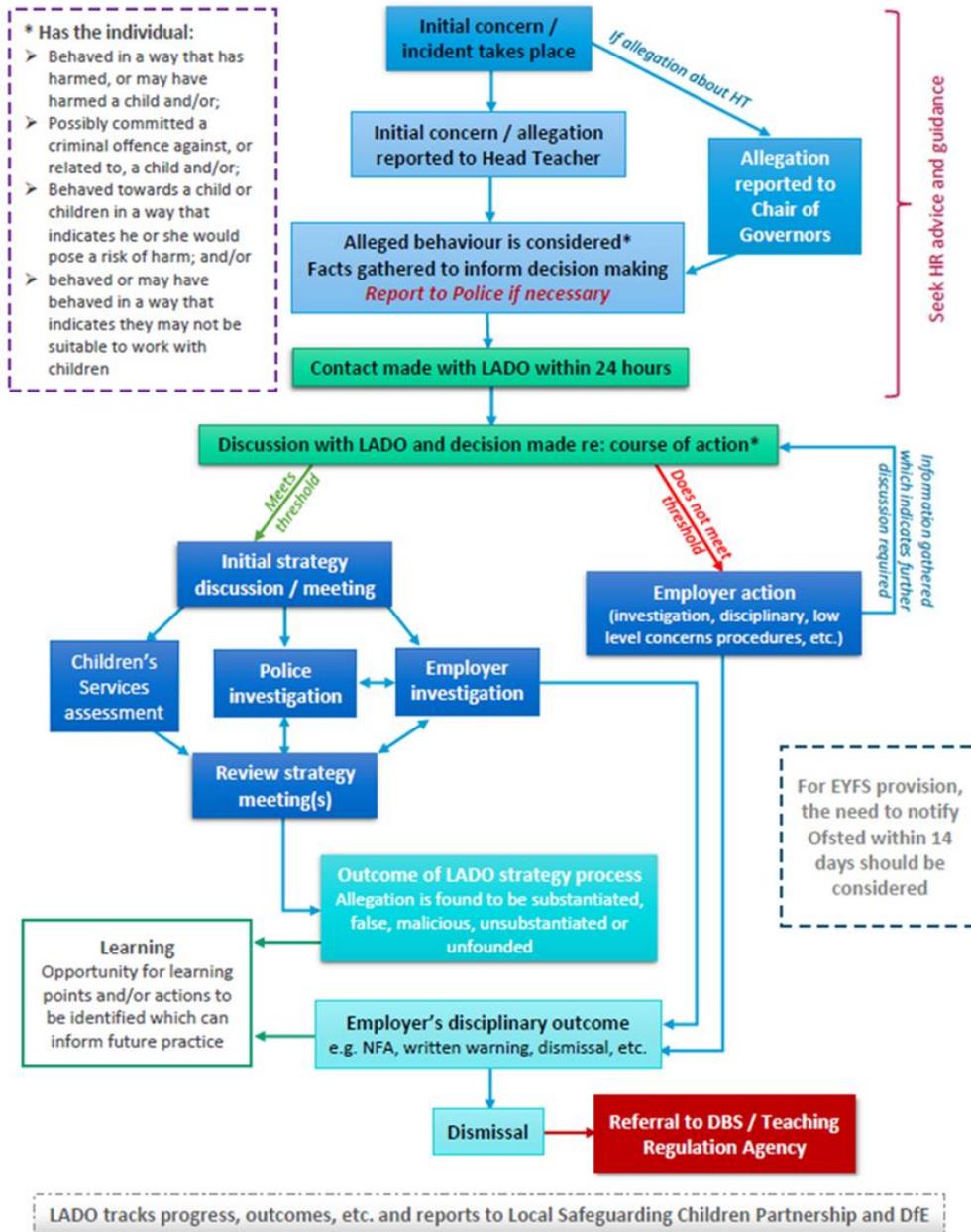
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## **A guide for a member of school staff subject to an allegation that has been referred to the Local Authority Designated Officer for managing allegations against adults working with children**

Any allegation is likely to cause anxiety and concern. This brief guide is to provide you with information if you are subject to an allegation. You can request a copy of the school's Managing Allegations Against Staff procedures and you can also refer to part 4 of the DFE guidance Keeping Children Safe in Education. In addition, you can seek advice from your own union and refer to the Local Safeguarding Children Partnership procedures.

### **What happens when an allegation is made?**

The case manager in school (headteacher) will consider whether the allegation needs to be referred to the police and/or children's services because you may have:

- behaved in a way that has harmed a child or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates you would pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

If from the outset there is evidence to suggest the allegation is unfounded, false or malicious then the headteacher will inform you that no further action will be taken and they will provide support to you. If the above criteria have not been met the school may still need to consider whether your actions or behaviour warrant further disciplinary consideration.

However, when the above criteria have been met the headteacher will need to refer the allegation to the Local Authority Designated Officer for consideration by children's services and police. A strategy discussion and/or meeting will then take place to determine when you can be told about the allegation and what information you can be given. The strategy meeting will also consider any other children with whom you have significant contact, including your own children. It will also consider whether you need to be suspended from working with children. The decision to suspend you is your employer's decision but they will need to take account of police and children's services views. Alternatives to suspension should always be considered, drawing upon DFE guidance. If you are suspended, in line with your school's disciplinary policy, you will be invited to a meeting to set out the suspension. However, the police and children's services may have advised your school that they are unable to tell you the details of the allegation at this meeting.

Although you will not be able to discuss the allegation with members of the school community, a nominated member of staff will be appointed to liaise with you. They will keep you informed as to the progress of your case. You may be offered counselling services and/or support from occupational health. You should always contact your GP if you feel your health is being affected. You will be advised about the responsibilities of all parties in respect of confidentiality. You should seek advice from your union or professional body from the outset.

If police and children's services decide to take no further action your school may still need to undertake a disciplinary investigation, and/or follow the low level concerns procedures set out in your school's child protection policy.

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Your school are not able to agree to any reference that does not include any substantiated allegations or comment on your suitability to work with children or any safeguarding concerns. The school will always need to conclude its investigation and even if you choose to resign you will be invited to participate in the investigation. The DFE statutory guidance makes it clear the circumstances in which the school will not be able to enter into settlement/compromise agreement.

Your school may have a statutory responsibility to make a referral to the Disclosure and Barring Service and/or Teaching Regulation Agency.

## **HARASSMENT OF A MEMBER OF STAFF BY A PUPIL, PARENT OR CARER**

### **Procedure for dealing with allegations of harassment by a pupil, parent or carer**

The following steps must be taken whenever a member of staff becomes aware of an issue involving harassment of staff by a pupil, parent or carer:

1. Any member of staff or volunteer who becomes aware of such an issue must immediately inform the Headteacher or Designated Safeguarding Lead
2. The Headteacher / Safeguarding Lead will review contact between the pupil and the member of staff concerned in the first instance.
3. The Headteacher / Safeguarding Lead will notify parents/carers and arrange for the matter to be discussed with them .
4. The Headteacher / Safeguarding Lead will advise the member of staff to inform their relevant professional association.
5. The Headteacher / Safeguarding Lead will advise the member of staff to contact the Police if this is appropriate and necessary
6. The Headteacher / Safeguarding Team will ensure pupils and staff are offered support by the appropriate agencies (e.g. Social Services, school counsellor, Headteacher).
7. The Headteacher / Safeguarding Team will investigate the allegation of harassment and may recommend any of the following courses of action:
  - The pupil will be asked to remain at home pending a further investigation
  - The pupil may be asked to attend a meeting of the Disciplinary Committee of the Governors, who may advise a negotiated transfer or permanent exclusion.
  - In the event of harassment of staff by parents or carers on school property, the parents or carers will be advised that their presence on school property is no longer permissible and, depending on the severity of the harassment, police may be informed. Communications between parents and school will be via telephone and letter only. However, abusive telephone calls will not be tolerated

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**Examples of harassment of staff by pupils, parents or carers**

- Overly familiar conversation at inappropriate times
- Inappropriate touching, language, or behaviour towards a member of staff
- Note or letter writing to, or about, a member of staff
- Constant abusive language aimed at a member of staff
- Constant following of staff around corridors and stairwells
- Impeding staff progress along corridors and stairwells in order to elicit staff reaction whether physical or verbal
- Unsolicited and inappropriate gifts
- Visits by pupils to staff homes
- Telephone calls to staff at home by pupils
- Harassment outside school (e.g. pupil following a member of staff whilst at leisure)
- Damage to staff personal property either on or outside school premises.

The above examples are not exhaustive and only serve as a guide. While some of these behaviours constitute a criminal offence, many do not but they all constitute misconduct on the part of the pupil, parent or carer.

**How concerns may come to notice**

Concerns about the behaviour of a pupil towards a member of staff may be made in the form of a complaint or allegation. Any complaint with a child protection element will be responded to as a child protection allegation in the first instance.

Concerns may be raised in a number of ways e.g.:

- Direct disclosure by the member of staff
- Indirect disclosure e.g. through friends or colleagues or reports by other agencies
- Anonymously

**Context**

The context of an alleged incident might include:

- normal duties
- environment (e.g. field trip, school excursion)
- conduct of the member of staff (e.g. previous concerns, present conduct, disciplinary action)
- conduct of the child (e.g. both characteristic and uncharacteristic behaviour, previous allegations made)
- staff, child and / or parent views of the incident

Where previous allegations have been made, serious caution must be applied. This may indicate an ongoing concern about that particular child or member of staff that needs to be addressed.

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## **DIGNITY AT WORK**

The Governors of St Julie's Catholic High School are committed to a policy of equality of opportunity and aim to provide a working and learning environment which is free from unfair discrimination and will enable staff and other workers to fulfil their personal potential. All individuals should be treated with dignity and respect whether at work or study; staff and other workers have an important role to play in creating an environment where harassment is unacceptable.

### **1 AIMS AND OBJECTIVES**

1.1 The primary aim of this Policy is to assist in developing and encouraging a working and learning environment and culture in which harassment is known to be unacceptable and where individuals have the confidence to deal with harassment without fear of ridicule or reprisals. This policy aims to ensure that if harassment does occur, adequate procedures are readily available to deal with the problem and prevent it recurring. Harassment can have a detrimental effect upon the health, confidence, morale, learning and performance of those affected by it.

1.2 The Governors undertake to:

- Ensure that all staff are aware of the types of behaviour which may constitute harassment and their responsibilities for preventing such behaviour;
- Ensure that all staff understand that behaviour that may constitute harassment is unacceptable and that appropriate measures, including disciplinary action, may be taken;
- Promote a climate in which staff feel confident in bringing forward complaints of harassment without fear of victimisation;
- Ensure that all allegations of harassment are responded to quickly, positively and in confidence;
- Provide arrangements whereby complaints can be investigated in a manner which recognises the sensitivity of the issues raised and respect the rights and confidentiality of all those involved.
- Monitor the number of cases arising and the effectiveness of the Policy.

1.3 Wherever possible the School will encourage the use of an informal approach to resolving complaints, however, in some instances there may be grounds for disciplinary action.

### **2 Definition of Harassment**

2.1 There is no single, simple definition. Harassment may, however, be summarised as conduct which is unwanted, unreasonable and offensive, demeaning or upsetting to the recipient. This could be persistent behaviour over a period of time or a single serious incident. It is the deed itself and the impact on the recipient, which determines what constitutes harassment rather than the intention of the perpetrator.

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- 2.2 However, it is important to recognise that, in any work context, it is the legitimate role and duty of a manager to direct and instruct employees, and to monitor and provide feedback on their performance of the duties required of them in their job, having regard to their rights and in accordance with agreed procedures.
- 2.3 It can be directed at and carried out by an individual or group of individuals. It can involve someone in a position of authority bullying someone in a junior position, but bullying of people in a more senior position and senior management by people in a junior position and between people in an equal position does occur.
- 2.4 Harassment can range from extreme forms such as violence and bullying to less obvious actions such as ignoring someone at work
- 2.5 All are equally unacceptable.
- 2.6 This definition includes sexual and racial harassment, and bullying as well as any other form of personal harassment arising from disability, sexual orientation, socio-economic status, age, religion etc. Differences in attitude, background or culture can mean that what is perceived as harassment by one person may not seem so to another.
- 2.7 There may be occasions when staff are working alongside employees of other agencies where an issue of harassment may arise. In such circumstances, the complaint should be handled jointly by the school and other agency, taking account of the respective policy arrangements.

**3 Examples of Harassment**

- 3.1 Some examples of unacceptable conduct, which could constitute harassment, are given below, although this is not intended to be an exhaustive list.
  - **Sexual harassment:** unnecessary physical contact ranging from touching to serious assault, jokes of a sexual nature, displaying sexually explicit material, verbal abuse such as offensive gestures and body language, intimidating behaviour such as indecent demands or requests for sexual contact or actual sexual assault.
  - **Racial harassment:** conduct based on race, colour, nationality or ethnicity which is offensive to the recipient such as intrusive or inappropriate questioning about racial or ethnic origin, derogatory name-calling or jokes, sectarian songs or letters
  - **Personal harassment:** making fun of personal circumstances or appearance. Verbal or written abuse through jokes, offensive language, innuendo, gossip and slander, displays of posters, graffiti or emblems, isolation or non-cooperation at work and exclusion of social activities.
  - **Bullying:** (can be psychological and/or physical) unmerited criticism, isolation, gossip or behaviour that is intimidating or demeaning, abusive procedures to threaten, humiliate or coerce, threats or promises affecting work performance or linked to employment prospects.
  - **Harassment on grounds of sexual orientation:** homophobic remarks or jokes, threats to disclose sexuality and asking intimate questions about sexual activity.
  - **Harassment on grounds of religion or belief:** offensive remarks or jokes or refusal to work with a person because of their religion or belief.

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- Harassment of disabled people: discussion of the effects of a disability on an individual's personal life, uninvited physical contact or staring, or inappropriate questioning about the impact of someone's disability.
- Age harassment: derogatory age-related remarks or unjustifiable dismissal of suggestions on the grounds of the age of the person.
- Stalking: leaving repeated or alarming messages on voice mail or e-mail, following people home, or approaching co-workers to ask for personal information, intrusion by pestering and spying or excessive or inappropriate physical contact

#### 4 Responsibilities

- 4.1 All staff of St. Julie's Catholic High School are personally responsible for their behaviour towards others and are expected to demonstrate active commitment to this policy and its aims.
- 4.2 Everyone has a responsibility to acknowledge that views, opinions held by others and decisions made by managers and supervisors may not always coincide with their own; such differences in themselves do not constitute harassment.
- 4.3 It must be recognised that those in positions of authority have both a right and responsibility to discharge managerial duties. In so doing they may need to adopt a firm or assertive style, but they should take care not to demean, devalue or intimidate staff or other workers
- 4.4 Vigorous speech, comment and academic debate between colleagues and legitimate management of the performance of staff or other workers can be distinguished from bullying behaviour. However, care should be taken to ensure that neither staff nor other workers are made to feel intimidated.
- 4.5 The Headteacher and other school managers are responsible for ensuring that all staff have both an awareness of the policy and comply with it, by:
- Positively promoting the policy
  - Responding to and supporting anyone complaining of harassment
  - Providing full and clear advice on the procedure to be followed
  - All parties involved in these proceedings should maintain confidentiality throughout the process
  - Monitoring the situation to ensure that no repetition or victimisation occurs after the complaint has been resolved
- 4.6 All in leadership and or managerial roles have a responsibility to promote a culture free from unacceptable behaviour. This includes identifying unacceptable behaviour when it occurs, and taking reasonable corrective or preventative action. It is not acceptable for any manager to ignore unacceptable behaviour-

#### 5 Dealing with Harassment

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- 5.1 Details of procedures for dealing with complaints of harassment are set out separately at the end of this policy
- 5.2 When a complaint has been investigated, leadership within the school will endeavour to ensure that as far as is both reasonable and possible:
  - Harassment has ceased
  - No victimisation occurs as a result
  - Any changes to procedures are made

**6 Vexatious Complaints**

- 6.1 Complaints of harassment are treated seriously by the Governors. It should therefore be noted that anyone found to be making mischievous or malicious complaints will be subject to the appropriate disciplinary procedures, after the investigation has been completed.
- 6.2 Malicious complaints of harassment or bullying will not be condoned and will be treated as a disciplinary offence. They will be dealt with in accordance with the school's Disciplinary Procedures

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## 7 Legislation

- 7.1 Employers/ Governing Bodies have a duty of care under the Health and Safety at Work Act 1974 plus other relevant legislation, for the well being of their staff. It is an implied term of contract that an employee should be able to carry out his/her duties free from bullying and harassment.
- 7.2 As well as being a disciplinary offence for either staff or other workers, certain incidents of harassment may also render individuals liable to prosecution in courts of law, under either civil or criminal legislation.

Discrimination, bullying and all forms of harassment are prohibited by a wide range of Acts and Regulations. Principle amongst these are:

- Race Relations Act 1976 as amended by Race Relations (Amendment) Act 2000
- Sex Discrimination Act 1975 (amended 2011)
- Disability Discrimination Act (amended 2005)
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Employment Equality (Religion or Belief) Regulations 2003 (amended 2004 & 2007)
- Employment Equality (Sexual Orientation) Regulations 2003 (amended 2004 & 2007)
- Protection from Harassment Act 1997.
- Criminal Justice and Public Order Act 1994

It is accepted that any legislation may change at any time

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## PROCEDURES

For full information on raising concerns regarding any forms of harassment please refer to the School's Grievance Procedure which is in the Staff Handbook and Induction information

### 1. Procedures and Action

#### 1.1 Informal action:

- If at all possible those who feel they are the subject of bullying or harassment should tell the person(s) concerned that their behaviour is causing offence and ask them to stop. This may be done through either a third person or intermediary. It may be helpful to have a note of incidents including times and dates in order to be able to give examples of the behaviour that may have caused offence.
- Informal action with assistance from either the Line Manager or a Manager. If an individual has attempted to address the issues or alternatively does not feel able to do so without support and assistance they should seek advice from either their Line Manager or a Manager.

#### 1.2 Formal action:

- If, despite the intervention of the Line Manager or a Manager, the harassment persists, or an incident is sufficiently serious the individual should put a complaint in writing. This should include details of what has happened and how it is affecting them. There will be an initial response to a formal complaint within five working days. Staff should address a written complaint to the Head Teacher
- In the event that a complaint is against the Head Teacher, written complaints should be addressed to the Chair of Governors.

1.3 A preliminary investigation will be undertaken by either the addressee or senior managers, in line with the School's Grievance Procedure. Both parties may be accompanied at all times by a work colleague or trade union representative. Such investigations will seek to establish the facts and will be conducted in a sensitive and non-threatening manner. The outcomes from such an investigation may include:

- a) Further discussion with the parties concerned
- b) Application of the Staff Grievance Procedure
- c) Application of the Staff Disciplinary Procedure

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- 1.4 Any victimisation of the complainant and/or witnesses by the alleged harasser either during or after the proceedings would be a further serious disciplinary offence. It is essential that the alleged harasser is given every opportunity for a fair hearing, but that confrontation between the parties be minimised.
- 1.5 At any time the Head Teacher may determine that there is sufficient evidence for the issue to be considered under the appropriate staff disciplinary or grievance procedure, in which case a formal complaint may not be necessary.
- 1.6 All documentation referred to can be offered in alternative languages

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## **STRESS AT WORK**

It is the policy of the school to protect the health, safety and welfare of our employees and recognize that workplace stress is a health and safety issue and acknowledge the importance of identifying and reducing workplace stressors.

This policy will apply to everyone in the school and managers are responsible for implementation and the school is responsible for providing the necessary resources.

### **Definition of stress**

The Health and Safety Executive define stress as “the adverse reaction people have to excessive pressure or other types of demand placed on them”. This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress, which can be detrimental to health.

- a) The school will identify all workplace stressors and act to reduce stress or control the risks from stress.
- b) The school will consult with Trade Union Safety Representatives on all proposed action relating to the prevention of workplace stress through half termly meetings.
- c) The school will provide confidential counselling for staff affected by stress caused by either work or external factors.

### **Responsibilities: Managers/ Curriculum Leaders**

- a) Conduct and implement recommendations of risks assessments within their area of responsibility.
- b) Ensure good communication between management and staff, particularly where there are organisational and procedural changes.
- c) Ensure staff are fully trained to discharge their duties.
- d) Ensure staff are provided with meaningful developmental opportunities.
- e) Monitor workloads to ensure that people are not overloaded.
- f) Monitor working hours and overtime to ensure that staff are not overworking.
- g) Monitor holidays to ensure that staff are taking their full entitlement.
- h) Attend training as requested in good management practice and health and safety.
- i) Ensure that bullying and harassment is not tolerated within their jurisdiction.
- j) Be vigilant and offer additional support to a member of staff who is experiencing stress inside work and outside of work e.g. bereavement or separation.
- k) Consult staff over staff calendar to ensure workload is well distributed throughout the year as far as is reasonably possible.

### **Occupational Health and Safety Staff**

- a) Provide specialist advice and awareness training on stress.
- b) Support individuals who have been off sick with stress and advise them and their managers on a planned return to work.
- c) Refer to specialist agencies as required.
- d) Inform the employer of any changes and developments in the field of stress at work.
- e)

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**Human Resources**

- a) Give guidance to managers on the stress policy.
- b) Assist in monitoring the effectiveness of measures to address stress by collating sickness absence statistics.
- c) Advise managers and individuals on training requirements.
- d) Provide continuing support to managers and individuals in a changing environment and encourage referral to occupational counsellors where appropriate.

**Employees**

- a) Raise issues of concern with your line manager and accept advice given.
- b) Accept opportunities for counselling when recommended.
- c) Manage own workload in a timely manner so that workload does not build up over time.
- d) Be conscious of the need for a good work-life balance and act accordingly.
- e) Be aware of patterns of increased workload at certain times of year and plan accordingly.

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