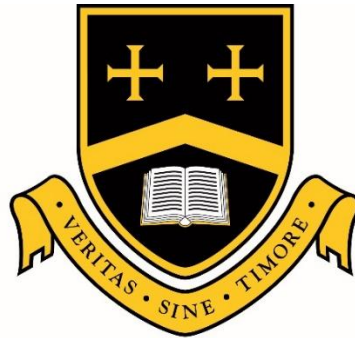
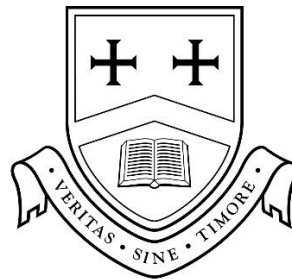


Staff Code of Conduct

(Staff Behaviour Policy)



CATERHAM
SCHOOL



CATERHAM
PREP

Policy Author:

Director of People

Date Reviewed By Author:

September 2026

Next Review Due:

September 2027

Staff Code of Conduct

INTRODUCTION

It is important that all staff working with children understand that the nature of their role and responsibilities place them in a position of trust. This policy provides clear guidance on appropriate and safe behaviours for all staff working at Caterham School. In so doing it also aims to minimise the risk of misplaced or malicious allegations. All Caterham staff are expected to have read, understood and know how to access the following policies and guidance documents (and their updates, as flagged by the School over the course of the year):

- Safeguarding Policy
- Keeping Children Safe in Education, 2026
- Working together to safeguard children 2026
- Online Safety Policy (which includes IT Acceptable Use Policies)
- AI Policy
- AI Policy Addendum on Building AI Tools and Platforms
- Mobile Phone Policy
- Whistleblowing Policy
- Health and Safety Policy
- Restrictive Physical Intervention Policy
- Intimate Care Policy
- Disciplinary and Dismissal Procedure
- First Aid Policy
- Behaviour Policy
- Educational Visits Policy
- Anti-Bribery Policy
- Social Media Policy
- Privacy Notice
- Data Protection Act 2018
- Staff Members as Parents Policy

SCOPE AND PRINCIPLES

The welfare of the child is paramount.

- It is the responsibility of all staff to safeguard and promote the welfare of pupils
- Staff who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivations
- Staff should work and be seen to work in an open and transparent way
- Staff should continually monitor and review their practice and ensure that they follow the guidance contained in this document and other relevant policies

COMPLIANCE

This Code of Conduct forms part of an employee's contract. Failure to comply with it and the associated School policies (see required reading above) may result in disciplinary action being taken. The School reserves the right to take legal action against staff where breaches of the code warrant such action.

TEACHING STANDARDS

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. Caterham School expects its teachers to be intellectually and academically active and to demonstrate the same intellectual curiosity expected of pupils. Full guidance for Teachers is found in the Teachers Handbook.

All teachers at Caterham School are expected to:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible, conscientious and self-evaluative attitude to their own work and study

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and pupils' intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable all pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to reflect on and respond to the feedback

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the School's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

PROFESSIONAL BEHAVIOUR AND CONDUCT FOR ALL STAFF**Treating others with dignity and respect**

All staff are expected to treat other colleagues, pupils and external contacts, such as parents, with dignity and respect. Unacceptable behaviour such as discrimination against protected characteristics (which include race, gender, religion or culture, sexual orientation, disability or any special educational needs, or other physical attributes), bullying, harassment or intimidation will not be tolerated. This includes physical and verbal abuse and use of inappropriate language or unprofessional behaviour (including abusive emails) with colleagues, pupils and parents.

Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However, staff should always dress in ways that are appropriate to their role and not likely to be viewed as offensive, revealing, distracting or in any way provocative. Teachers are expected to model the same levels of smartness and formality that we expect of our pupils.

Attendance and Duty Expectations

For any absence outside of your core hours, including time off site for Teaching staff when not teaching, please refer to the relevant Handbook and Absence Policies.

Gifts Given and Received

Care should be taken to ensure that staff do not accept any gift that might be construed by others as an inducement, or lead the giver to expect entitlement to preferential treatment. There are of course occasions when it is acceptable for staff to receive small gifts from pupils and/or their parents wishing to pass on tokens of appreciation. However, staff who are offered gifts on a regular basis or of significant value must inform the Headmaster.

Appropriate relationships, including physical contact and social media guidelines

- a) Caterham School staff are expected to behave in an open and transparent way that would not lead any reasonable person to suspect their actions or intent. We are in a position of trust and have a duty to protect young people from discrimination and harm and to maintain appropriate professional boundaries. This includes the use of inappropriate language. It is equally important for staff to avoid behaviour that might be misinterpreted by others in order to protect young people and themselves.
- b) The relationship between staff and pupils is a professional one. It is fully expected that staff in the school have a friendly and caring relationship with pupils; nevertheless, the basis of that relationship is professional not personal. It is suggested that a good test to apply is to reflect on whether the child's parents would be happy with the relationship if they were standing with you.

A personal relationship between staff and a pupil is inappropriate unless it is with the full knowledge and consent of the pupil's parents or guardians. Circumstances in which such a personal relationship may arise might be when your own children are friends with those in the school or when you have a personal relationship with parents of children in the school. It is not normally appropriate for a

member of staff to meet with a pupil out of school hours or off school premises except with the prior knowledge and consent of parents and the school.

- c) All staff should clearly understand the need to maintain appropriate boundaries in their contact with pupils. Any sexual activity between an adult and a child with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. All children and young people are protected by specific legal provisions in this respect regardless of whether the child, or young person, consents or not. 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.
- d) Staff should be mindful of the professional relationship we need to maintain with our pupils as they leave school. They may understandably want to remain in contact with departments as they move onto new adventures. We should not be sharing personal contact details with recent former pupils or arranging to meet them as friends. Accepting friend requests from recent former pupils on social media is discouraged, as outlined in our Social Media Policy. Please encourage former pupils to use established school email addresses and Caterham Connected to keep in contact with you.
- e) Infatuations: it is a normal part of a young person's sexual and emotional development to develop a crush on a teacher or other adult in their life. It is vitally important that staff understand this, and react in a safe way. Staff may encounter a pupil displaying attention-seeking behaviour and/or who professes to be attracted to them. Staff should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. Infatuations carry a high risk of words or actions being misinterpreted and staff must therefore make every effort to ensure that their own behaviour is at all times above reproach. However embarrassing, staff who become aware that a pupil is developing an infatuation should at the earliest opportunity ensure that a senior colleague is made aware of the situation. It may be decided that appropriate and discreet intervention is needed to avoid further hurt, distress or embarrassment. Although we would not want to prevent one to one connections which may support a young person in times of stress, staff should be very wary of the fact that it can be flattering to be the chosen one, and take special care not to enter into personal telephone text or email correspondence. Always share such a situation with your line manager, and follow advice.
- f) In general, unnecessary physical contact with pupils must be avoided. However, there are occasions when it is entirely appropriate and proper for staff to have physical contact with children, but it is crucial that staff only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most staff and will be inappropriate in some circumstances. When physical contact is made with pupils this should be in response to their needs at the time. It is not possible to be specific about the appropriateness of each physical contact since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore use their professional judgement at all times. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible and placed in the child's file. The Headmaster must also be informed. Children with special needs or very young children may require more physical contact to assist their everyday learning and needs. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny (see Intimate Care Policy, Restrictive Physical Intervention and Early Years Policies). It is recognised that some children may seek inappropriate physical contact. Staff should be particularly aware of this especially when it is known that a child has suffered previous abuse or neglect. Such circumstances must always be reported to the DSL.

Some staff, who work in certain settings, for example sports, drama or outdoor activities or teach specific subjects such as PE or music, will have to initiate some physical contact with very young pupils, for example, to demonstrate technique or adjust posture. Such physical contact should take place only when it is necessary in relation to a particular activity. Any initiated contact should be

solely for the benefit and support of the child in that circumstance. It should take place in an open environment, easily observed by others and last for the minimum time necessary.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required. The views of the child should be actively sought, wherever possible; we all have our own personal space that needs to be protected.

- g) Over-familiar words and actions, displays of affection, discussion of one's personal life or the personal life of the pupil are almost always inappropriate. Sexual innuendo is wrong in all circumstances. Staff must avoid actions, words or expressions that could be interpreted as suggesting that they have an emotional relationship with any pupil. In the professional staff-pupil relationship it is not appropriate to single a pupil out for favours or to suggest to a pupil that he or she is a special friend.
- h) Occasionally it is necessary for professional academic reasons for staff to communicate with pupils out of school. Except where absolutely necessary, personal email addresses, home, mobile phone numbers or text based messaging aliases must not be given, asked for or used. A staff mobile phone number might be given to pupils for use during an educational visit; where possible, the school mobile phone should be used for this purpose. Pastoral matters should not normally be dealt with by personal email or using personal phone contacts. Only in the most exceptional circumstances, for instance, where there is well-founded concern for the unexplained whereabouts of a pupil, should pastoral matters be dealt with by personal email, using personal phone contact or other personal communication tools. In any event, records of all contacts must be kept on the pupil file so that if it is necessary to use email or personal contact, the reason why will be specified in the written record. It is very difficult to envisage circumstances under which individual texting is appropriate except through official school channels.
- i) It is not normally appropriate for pupils to visit a member of staff in their own home. Such a visit might be more likely within a boarding context where staff live on site and so might invite a group of pupils— say, a tutorial group – to their house for a meeting or for a celebration. Where such a visit does take place it must be with the full knowledge and consent of either the School or parents or guardians. If possible, more than one adult should be present on such an occasion.
- j) With older pupils, where a gathering is held as part of a celebration, it is generally advisable if that is held on school premises. It is essential that professional criteria (e.g. all the pupils in a particular teaching or tutorial group) rather than personal criteria (e.g. selected pupils only) are used for inviting pupils, that the event is held openly, and that senior colleagues are aware of it. Staff on such an occasion have a particular duty to ensure that the supply and consumption of alcohol is appropriate, is responsible and falls within the law and the school's guidelines on alcohol. As a rule, staff should not consume alcohol whilst in the company of children. This includes educational visits and celebratory functions. There will be occasional situations where alcohol is served either at a meal or school function and in these instances should be approved by the Headmaster or Senior Deputy Head in advance.
- k) Wherever possible when working with pupils, other people (adults, colleagues or pupils) should be present or the door should be open. All members of staff who, in the course of their professional duties, need to work on a one-to-one basis with a pupil (e.g. a piano lesson, a maths tutorial, etc.), must take care to ensure that the circumstances of the meeting or lesson are always entirely professional. Staff are advised to use a room which has vision panels in the door or keep the door open and ensure that colleagues know that the meeting or lesson is taking place. It is helpful if the meeting or lesson can be arranged during normal school hours or immediately before or after school when there are plenty of other people about. Similarly, where it is necessary for staff to drive pupils in their own cars, e.g. to sporting fixtures, drivers should ensure they are not alone with just one pupil, written parental consent should be obtained and a central dropping off point arranged rather than home drops.

- l) Staff must avoid threatening words, raised voices and any aggressive contact such as holding, pushing, pulling or hitting, which could amount to or which could be interpreted as a criminal assault.
- m) Staff must only use reasonable force or restrictive physical intervention where it is lawful, reasonable, proportionate and necessary in the circumstances, and must use no more force than is necessary for the minimum time required. Staff must act in accordance with the relevant Restrictive Physical Intervention Policy. Such events should be fully recorded and signed by a witness and reported to the DSL. Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries. When applying disciplinary measures such as physical intervention or isolation for children with SEND the School will consider the risks, given the additional vulnerabilities of these children. Surrey County Council guidance, [Touch and the use of Restrictive Physical Intervention When Working with Children and Young People](#) provides further detailed information.
- n) Social networking sites used for personal use, such as Facebook, Twitter, Instagram and other social media, pose risks for all staff in terms of professional integrity and the welfare of pupils.
 - i. Staff must not use these sites to contact or communicate with pupils who have recently left. Ex-pupils under the age of 18 or who are still in full time education should not be communicated with via social media. Employees wishing to befriend pupils who are over 18 and who have left school should do so with extreme caution and with the knowledge that any content posted on either the ex-pupil's or their own social network may not only compromise their own position but that of any colleagues with whom they are also friends - and who may not want their content to be seen by any ex-pupil. Unfortunately some pupils post information on their social networking sites which is inappropriate in language or visuals. To view such pages may alter your judgment of pupils, to be known to be viewing them may alter a pupil's view of you, and to comment to pupils about what you have seen is likely to have an impact on your professional reputation, as well as possibly causing distress to pupils concerned.
 - ii. Caution should also be taken when staff become friends with parents of children at the school, or staff with children at the school, when posting or commenting on posts within social media; staff should ensure that they do not put themselves at risk of any accusations or bring their school into disrepute.
 - iii. Should you become aware of material about yourself, a pupil, a colleague or the School, which is inappropriate, the Senior Leadership Team must be informed and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You should not investigate it yourself.
 - iv. Social networking sites used for professional use (such as LinkedIn, Twitter, Instagram and other social media) pose risks for all staff in terms of professional integrity and the welfare of pupils.
 - v. Before using social media for professional purposes, or as part of their teaching, staff should seek guidance and training on the risks associated with using social media.
 - vi. Staff should not follow pupils' personal twitter feeds even though it is likely that pupils will be following them. It may be appropriate to follow pupils if done as part of an educational activity but this should be properly risk assessed and not using pupils' personal accounts.
 - vii. Staff are advised not to accept connection requests on sites such as LinkedIn from current pupils. Accepting requests from ex-pupils post 16 or 18 should be done with care and thought given to how much information is visible to connections – phone numbers, email addresses and so forth.
 - viii. All content posted will be linked to you and your employer. Should you become aware of material about yourself, a pupil, a colleague, or the School which is inappropriate, the Senior

Leadership Team must be informed and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You should not investigate yourself.

- o) If you are at all concerned about anything which has occurred or which has made you uncomfortable, you must discuss the matter with a senior colleague at the earliest opportunity even if it turns out that nothing untoward has happened. You must make a written record, dated and signed, of any such incident.
- p) Where any allegation of abuse is made against a teacher, other member of staff or volunteer, the School is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- q) Staff will also find information relevant to staff-pupil relationships in the following policies:
 - Safeguarding Policy
 - Online Safety Policy
 - Restrictive Physical Intervention Policy
 - Intimate Care Policy
 - Staff Members as Parents of Pupils Policy

Professional behaviour

Staff must not misuse or misrepresent their position, qualifications or experience or bring the reputation of the School into disrepute. In some cases mediation might be appropriate. Most kinds of dispute can be mediated if those involved want to find a way forward. Mediation is especially suitable when the aim is to maintain the employment relationship. It can be used at any stage in a dispute but is often most effective if used early on. It may not be suitable if you want to enforce a legal right or to decide the 'rights and wrongs' of an issue. If you feel mediation might be helpful, please contact HR.

Unprofessional behaviour may lead to disciplinary action and referral to other agencies.

Behaviour management

Where children display difficult or challenging behaviour, staff must follow the School's Behaviour Policy and Restrictive Physical Intervention Policy. Any use of reasonable force or restrictive physical intervention must be in accordance with the relevant Restrictive Physical Intervention Policy.

Criminal actions

School staff must inform the Headmaster, or in the case of the Headmaster the Trustees, immediately if they are subject to a criminal conviction, caution, ban, police enquiry, investigation or pending prosecution which may affect their DSC status or status under the Childcare (Disqualification) Regulations, or that of anyone in their household. The Headmaster, or Trustees, will discuss this with the employee in the context of their role and responsibilities in order to help safeguard children and other staff at Caterham School.

Reporting allegations and low-level concerns

Below offers clarity on the structure we use to report allegations and low-level concerns.

- a) Concerns around teaching standards and the academic performance of colleagues should be raised in the first instance through the Head of Department, Deputy Head (Academic) or Senior Deputy Head
- b) Allegations against staff are defined in KCSiE and should be reported to the Headmaster (or the Chair of Trustees in the case of allegations against the Headmaster) in line with the Safeguarding Policy. These include allegations that someone who works with children has:
 - 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 they may 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. This includes behaviour that may have happened outside of the School, that might make an individual unsuitable to work with children, known as transferable risk.
- c) Low-level concerns (which are defined and explained below). Where staff have such concerns, they do not need to determine how serious the concern is, but should immediately refer these concerns to the Headmaster (or the Chair of Trustees if concerning the Headmaster). If the Headmaster is absent, low-level concerns should be shared with the Designated Safeguarding Lead, who will pass them on immediately on the Headmaster's return.

Low-level concerns

The purpose of 'Low-level Concerns Reporting' is to keep pupils safe and to create and embed a culture of openness, trust and transparency in which Caterham's values and expected behaviour, set out in the Staff Code of Conduct are constantly lived, monitored and reinforced by all staff.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the School (a member of staff/supply staff/contractor or a volunteer) may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate contact outside of work, and does not meet the threshold of the harms test (an action which may cause harm or pose a risk of harm to a child) or is otherwise not considered serious enough to consider a referral to the LADO.

These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

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

These low-level concerns may form part of a wider pattern and **need to be reported to the Headmaster.**

- When a low-level concern has been raised by a third party, the Headmaster will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.
- The Headmaster will record in writing reports of low-level concerns, including details of the concern, the context in which it arose and action taken.
- The name of the person reporting will be noted and wishes to remain anonymous will be respected as far as is reasonably possible.
- Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.
- Where a pattern of behaviour is identified, the School will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.
- The School will consider if any wider cultural issues in school have enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.
- The rationale for all decisions and actions taken will be recorded.

PUPILS' ENTITLEMENT TO PRIVACY

Children are entitled to privacy when changing or showering. However, there still needs to be an appropriate level of supervision to ensure safety. Staff should:

- avoid observing changing or showering;
- avoid physical contact or visually intrusive behaviour when children are undressing or undressed;
- knock first, then announce when entering changing rooms and avoid remaining unless required;
- never shower or change in the same place as children;
- never assist with any personal care task which the pupil can undertake themselves.
- Where assistance is required (for example an injury and assisting with removing wet clothes) staff should explain to the child what is happening and ensure that another adult is in the vicinity and is aware of the task to be undertaken.

FIRST AID AND ADMINISTRATION OF MEDICATION

The school has a First Aid Policy which should be adhered to at all times. Some pupils may need medication during school hours. This medication must only be administered by one of the allocated members of staff. If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this should be discussed with one of the Health Centre nurses and/or the parent/carer.

TRANSPORTING PUPILS

Caterham School often uses school minibuses to transport children to sports facilities, matches and educational visits. Only those staff that hold the relevant driving licence and have had Caterham School's own training may drive the minibus (see the Health and Safety Policy for further details). Staff who are expected to use their own vehicles to transport children should always consult the Director of Estates.

EDUCATIONAL VISITS AND AFTER-SCHOOL ACTIVITIES

The following is in addition to the guidance in the **Health and Safety Policy**.

Staff should take particular care when supervising pupils on trips and outings. Staff remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. When out of School activities include overnight stays, careful consideration needs to be given to sleeping arrangements. In all circumstances, staff organising trips and outings must pay careful attention to ensuring safe staff/child ratios, especially overnight, and follow all guidance given by the Educational Visits Policy and the Educational Visits Co-ordinators at the Prep School (the Headmaster of the Prep School) and the Senior School (Assistant Head (Co-curricular and Operations)).

BOARDING HOUSES & Specialist Settings

Members of staff not directly involved with boarding are very welcome to visit boarding houses. Visitors should only visit boarding houses when they have sought permission of, or been invited by, the Assistant Head (Boarding and Pastoral) or the Boarding HSM. Visitors should inform boarding staff when they arrive and when they are leaving and should not enter study bedrooms without first informing the member of boarding staff on duty.

The School has many specialist settings such as performing arts and music rehearsal areas. Staff are given guidance detailing the additional measures taken to safeguard, for example in one-to-one or off-site tuition and performances away from the School.

DECLARATION OF INTERESTS

An employee is required to declare this where the group or organisation would be considered to be in conflict with the ethos of the School. Membership of a trade union or staff representative group would not need to be declared. Staff should also consider carefully whether they need to declare to the School their relationship with any individual(s) where this might cause a conflict with school activities. For example, a relationship with a Trustee, another staff member or a contractor who provides services to the School.

Failure to make a relevant declaration of interests is a very serious breach of trust and therefore if staff are in doubt about a declaration, they are advised to take advice from the Headmaster or union. All declarations should be submitted to the Headmaster in writing.

PROBITY OF RECORDS AND OTHER DOCUMENTS

The deliberate falsification of documents is not acceptable. Where an employee falsifies records or other documents, including those held electronically, this will be regarded as a serious disciplinary matter and potentially a criminal offence. Where an employee who has claimed any benefit, including housing benefit, either directly or indirectly and has failed to disclose their full earning, this will be treated as gross misconduct and the employee may be dismissed and referred to the Police.

ANTI-CORRUPTION AND BRIBERY

It is the School's policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with

integrity in all our business dealings and relationships wherever we operate and implementing and enforcing effective systems to counter bribery. The School will comply with the Bribery Act 2010, in respect of our conduct both at home and abroad. See the Anti-Bribery Policy for further details.

USE OF SCHOOL CONTACTS

Apart from participating in concessionary schemes arranged by trade unions or other such groups, staff shall not use School business contacts for acquiring materials or services at trade/discount prices for non-School activities.

HEALTH AND SAFETY

Staff must adhere to the School's Health and Safety Policy, procedure and guidance and must ensure that they take every action to keep themselves and everyone in the school environment safe and well. This includes taking immediate safety action in a potentially harmful situation (either at School or off-site) by complying with statutory and School guidelines and collaborating with colleagues, agencies and the local authority.

USE OF ALCOHOL AND ILLEGAL DRUGS

The Catering Manager of Caterham School is also a licensee. Consumption of alcohol is permitted on site at selected School events and occasions. However, this must not adversely affect their efficiency and conduct. Illegal drugs must not be consumed on the school premises at any time. If alcohol or drug usage impacts on an employee's working life, the school has the right to discuss the matter with the employee and take appropriate action, having considered factors such as the School's reputation and public confidence.

SMOKING

To promote a healthy and pleasant working environment and because of the fire risk, smoking is not allowed on site; however, there is an outdoor designated smoking area, out of sight and out of bounds for pupils. This also applies to vaping devices.

FOR EARLY YEARS SETTINGS

In order to comply with the requirements of the DfE Statutory Framework on EYFS, School staff must inform the Headmaster should they be taking any medication which is likely to impair their ability to look after children properly.

USE OF SCHOOL PREMISES, EQUIPMENT AND COMMUNICATION SYSTEMS

This section is in addition to the IT Acceptable Use Policy for Staff, Visitors and Trustees.

School equipment and systems (phone, email and computers) are available only for school-related activities and should not be used for the fulfilment of another job or for personal use unless authorised by the Headmaster. This includes photocopying facilities, stationery and premises. It also applies to access provided for remote use (e.g. hand-held portable devices) and to staff working outside of school premises and using

their own IT equipment. Illegal, inappropriate or unacceptable use of School equipment or communication systems may result in disciplinary action and in serious cases could lead to an employee's dismissal. This list is not exhaustive and includes:

- Creating, sending or forwarding any message that would reasonably be considered inappropriate or unacceptable.
- Access, publication or circulation of illegal, offensive, unacceptable, inappropriate or non-work related material.
- Any illegal activities.
- Posting confidential information about the School and/or other staff, children or parents.
- Unauthorized use of School facilities (or employees' personal IT equipment) for personal use should be minimal, during employees' working time.
- Entering personal data or confidential information about pupils, staff, families or the School into any AI tool that has not been approved for that purpose.
- Using an AI tool, platform or agent that has not been approved under the AI Policy, or building, configuring or deploying one without approval under the AI Policy Addendum.

Staff receiving inappropriate communication or material or who are unsure about whether something h/she proposes to do might breach this policy should seek advice from the Headmaster.

Caterham School reserves the right to monitor e-mails, telephone calls, internet activity or document production, principally in order to avoid offensive or nuisance material and to protect systems from viruses, but also to ensure proper and effective use of systems. Communication systems may be accessed when the school suspects that the employee has been misusing systems or facilities, or for the investigation of suspected fraud or other irregularity.

Passwords should not be shared and access to computer systems must be kept confidential. Breach of this confidentiality may be subject to disciplinary action.

ARTIFICIAL INTELLIGENCE

This section is in addition to the AI Policy, the AI Policy Addendum on Building AI Tools and Platforms, and the IT Acceptable Use Policy for Staff, Visitors and Trustees.

Staff may use only those AI tools approved for staff use in the AI Policy. Approval of a tool for use through a Caterham School account does not extend to the consumer or personal-account version of the same tool. Any proposal to use an additional AI tool must be approved in advance in accordance with the AI Policy. No member of staff may design, build, commission, configure or deploy an AI tool, platform or agent without approval under the AI Policy Addendum, whether or not it is intended for use by anyone else.

Integrity and professional judgement

- Professional judgement remains that of the member of staff and cannot be delegated to a model. Any AI-generated marking, feedback, report or reference must be reviewed, corrected and owned by the member of staff before it is shared with a pupil, a parent or a colleague.
- Staff must not present AI-generated material as their own considered professional assessment of a pupil. Reports, references, appraisals, safeguarding records and any document relied upon by others must reflect the staff member's own knowledge of the individual concerned.

- AI must not be used to produce or alter any record in a way that misrepresents what occurred. The section on Probity of Records and Other Documents applies in full to material generated or edited with AI.
- Staff must be open about their use of AI where it has informed teaching, assessment, or communication with pupils or families.

Data protection

- Identifiable or sensitive information about pupils, families, colleagues or the School must never be entered into a public consumer AI platform. This includes safeguarding notes, SEND information, medical detail, behavioural records, named feedback, named assessment data, and confidential communications.
- Within approved tools, only the information needed for the task in hand may be shared. Staff are responsible for understanding what data a tool processes and where.
- Images, audio or video of pupils, staff or families must not be uploaded to any AI tool that has not been approved for that purpose, and must never be used to generate or alter a likeness or voice of any individual.
- Any suspected data breach involving an AI tool must be reported immediately to the Data Protection Officer under the School's data breach procedure.

Modelling good practice

- Staff conduct sets the standard to which pupils are held. Staff should model considered, transparent and critical use of AI in front of pupils, including demonstrating how an output is checked and where a model has been confidently wrong.
- Where a member of staff suspects that a pupil has used AI inappropriately, the response should be a professional conversation about the pupil's process, drafting and understanding, rather than reliance on detection tools, which are unreliable and must not be treated as evidence.

MOBILE TELEPHONES AND IPADS

This section should be read alongside the Mobile Phone Policy.

In most cases mobile phones should be switched off or on silent whilst teaching and should not be used in front of pupils; however the exception applies if required for School business or in other exceptional circumstances. Personal calls on a mobile phone may be made in the staffroom or in the classroom during a break time when children are not present. Private mobile phones must not be used to take photos of the children or record the children without the prior knowledge and permission of a member of the Senior Leadership Team. Any images of the children must be downloaded at the first available opportunity on to the School system and then deleted from the mobile phone. In the EYFS, staff must not use personal mobile phones, cameras or other personal electronic devices with imaging or sharing capabilities while caring for children. Photographs or recordings of EYFS children may only be taken for authorised educational purposes using School-authorised devices, in accordance with the Safeguarding Policy and Online Safety Policy. Staff may keep their mobile telephones switched on for emergencies when off site on School business.

The School's guiding principle for pupils is "On site, phone free". Staff are expected to model that standard. Personal mobile phones and personal internet-enabled wearable devices should not be used for leisure in front of pupils at any point during the school day, including on duty, in the refectory, in corridors, and on trips and fixtures. Where a member of staff needs to use a device in front of pupils for School business, it is good practice to say so rather than leave the use unexplained. Where an approved AI tool is used on a personal device, it must be accessed through the member of staff's Caterham School account, and School data must not be stored locally on that device.

SOCIAL NETWORKING WEBSITES

This section is in addition to the IT Acceptable Use Policy for Staff, Visitors and Trustees.

Staff must not access social networking websites for personal use during work time. Access to some journals, blogs and social networking sites is permitted during work time for the purposes of undertaking job related duties only. Caterham School staff must act in the best interests of the school and not disclose personal information or data about any individual including staff, pupils or parents. This includes images. Access may be withdrawn and disciplinary action taken if there is a breach of confidentiality or defamatory remarks are made about the school, staff, pupils or parents. Caterham School respects an employee's private life. However, it must also ensure that confidentiality and its reputation are protected. Staff using networking websites in their private life:

- Must refrain from identifying themselves as working for the School, in a way which has, or may have, the effect of bringing the school into disrepute.
- Must not identify other School staff, children, parents or anyone associated with the school without their consent.
- Must not make any defamatory remarks about the school, its staff, pupils, parents or anyone associated with the School, or conduct themselves in a way that is detrimental to the School, nor disclose personal data or information about the school, staff, children, parents or anyone associated with the school that could breach the Data Protection Act 2018, for example, by posting photographs or images of children or young people.
- Must not allow pupils, or parents, to access their personal social networking accounts and where they are contacted by a pupil they should bring it to the Headmaster's or relevant Deputy Head's attention.
- Must ensure that privacy settings are set up on their accounts.
- Must not use AI to create, alter or distort images, audio or video of pupils, colleagues, parents or anyone associated with the School, or to generate a synthetic likeness or voice of any of them, whether or not it is intended humorously.
- Must not use AI to generate content about the School, its staff, pupils or parents for posting online where doing so could breach confidentiality, mislead, or bring the School into disrepute.

CONFIDENTIALITY

All staff of the School and the Trustees come into contact with a significant volume of data and information in relation to pupils, staff, school activities and many other matters. There is an obligation to observe the requirements of the Data Protection Act 2018.

MANAGING DATA

Under the Data Protection Act, the General Data Protection Regulation (GDPR) and the Data (Use and Access) Act 2025, staff are required to collect, maintain and dispose of sensitive or personal data in a responsible manner.

Sensitive or personal data must not be uploaded to, stored in, or processed by any AI tool that has not been approved for that purpose under the AI Policy. Where a tool retains what is entered into it, staff must assume that anything they enter may be retained and act accordingly.

DISCLOSING DATA

Staff should not disclose sensitive information about the school or its staff to other parties, for example parents or colleagues. There are particular exceptions to this; for example, disclosure of suspected or alleged abuse of a pupil to Child Protection officers; discussion with a person accompanying or representing an employee in a formal meeting or disclosure under the Whistleblowing Policy. All communication with the media must be directed through the Headmaster or his nominee.

There are circumstances in which staff are obliged to release pupil data, for example, to parents or other colleagues in the School seeking information about pupil progress.