



'**Memorandum**' derives from the Latin '**It must be remembered**' – especially something to be done or acted upon in the future.

**The Mease Memorandum** is our version of a **code of conduct** for staff, governors and volunteers in our schools. It includes direction on the acceptable use of technologies (including the use of mobile devices), staff-pupil relationships and communication (including the use of social media).

The Mease Federation is a union of two, small, rural Primary schools in villages that lie on the River Mease. Mary Howard CE Primary School and St. Andrew's CE Primary School are both church schools that are connected not only by the river, but by the ambition they both hold for all the children within the federation.

### MOTTO

The Mease Federation's motto is *Believe* – believing in you, believing in each other and believing in our faith. *'I can do all things through Christ who strengthens me' (Philippians 4:13)*

### VISION

At The Mease Federation we are aspirational for the future of all our pupils in that they will learn how to grow and develop into physically and mentally healthy, successful, spiritual and moral citizens. In our inclusive Christian schools, we support each other to thrive together as *'One Family Under God'*.

### MISSION

At The Mease Federation we are a community of children, parents/guardians, staff, governors and neighbours who challenge and support each other to flourish. Our mission is to provide a safe space for our pupils to develop:

- A life-long love of learning
- Inquisitive, creative and critical thinking skills that they can use to solve problems
- A willingness and ability to communicate with different audiences
- Confidence and resilience in and out of school and their future workplace

### INTENTIONS

At The Mease Federation our intentions are to motivate, appropriately challenge and support all the pupils to experience enjoyment through academic, personal and social achievement. We enable this to happen by providing:

- High quality teaching
- A varied and relevant curriculum
- Collective Worship

### VALUES

The Mease Federation has a strong commitment to Christian and Human Values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide.

Love



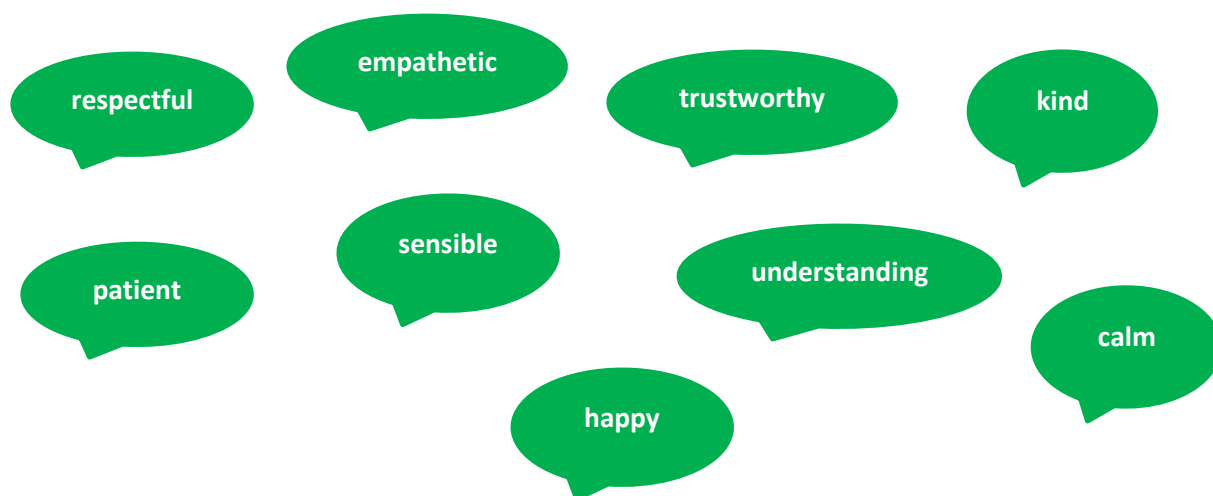
*Believe*

Our '**Mease Memorandum**' is an important document that outlines our expectations for any adults working or volunteering within The Mease Federation. It has been created through consultation with staff and governors and includes contributions from our pupils about their expectations of the adults who educate and care for them or act on their behalf. As those adults, we strive to carry out our roles to the best of our ability, take pride in our work and recognise that we are ambassadors for **The Mease Federation**.

At **The Mease Federation**, we are committed to ensuring that everyone feels safe and secure at school. In line with our agreed values, all adults should seek to demonstrate **love, thankfulness** and **forgiveness** and to act:

- ✓ **Fairly**
- ✓ **Peacefully**
- ✓ **Truthfully**
- ✓ **Honestly**
- ✓ **Compassionately**
- ✓ **Respectfully**
- ✓ **Trustworthily**

Pupils across the federation said that they wanted adults in their schools to be:



The pupils want adults in their schools to:

- ✓ 'be encouraging and supportive'
- ✓ 'be fun at times'
- ✓ 'keep us safe at all times'
- ✓ 'address adults using their surname in front of children, not their first name (parents and staff)'
- ✓ 'tell children when they have done something wrong so that they learn from it'
- ✓ 'have a positive attitude for the children to mirror'
- ✓ 'be a good role model'
- ✓ 'have bright and colourful classrooms for us to learn in'
- ✓ 'make a happy learning environment that encourages and helps us to be happy'
- ✓ 'give fair work to each child'
- ✓ 'not favourite people'
- ✓ 'share kindness equally within the classroom'

- ✓ 'help people'
- ✓ 'have a kind manner'
- ✓ 'talk to them nicely'
- ✓ 'be loud so we can hear but not too loud'
- ✓ 'have a happy voice'
- ✓ 'not be harsh'
- ✓ 'give information'

### Professional Behaviour and Conduct

**As school staff, governors and volunteers we all should:**

- Proactively place the safety and welfare of pupils above all other considerations;
- Remain calm and treat all members of the school community, including pupils, parents / guardians, colleagues and governors with consideration, respect and tolerance;
- Adhere to confidentiality so that parents / guardians and children can trust us, and as a way of showing respect to our fellow professionals. (This does not overrule our duty to report child protection concerns to First Response where we believe a child is at risk of harm.) Pay particular attention in public areas of the school to mention no names whether for positive, negative or information purposes unless it is on a 'need to know' basis for all present to hear. Avoid holding confidential information about pupils or adults off the school site other than on security protected school equipment;
- Avoid workplace gossip and negativity as it breeds resentment and can become a roadblock to effective communication and collaboration. We all have a duty to take active steps to divert conversations away from this if we come across it;
- Be punctual and well-prepared, ensuring that all absence is genuine;
- Work within the federation's policies and practices, so that what we do is consistent with what has been agreed between all members of the staff and the governors;
- Be flexible and understanding of unexpected changes within, and across, school days. We have a responsibility to manage change positively and with empathy, whilst taking steps to avoid unforeseen change with effective communication, consultation, preparation and planning.

#### **Initial response to unforeseen change**

- Adopt a calm and positive tone of voice;
- Take time to understand the situation and the reasons why the change has occurred;
- Discussions with staff regarding change should not be held in front of children. Resolve the situation later that day if children are present.

#### **Avoiding unforeseen change**

- Use the **Strategic and Operational plan** produced and distributed each term;
- Plan ahead and think about who or what may be affected by change to a schedule or allocated space;
- Ensure timetables are clearly presented in common areas around the school building and where rooms are often booked out and unavailable;
- Refer to the staff room boards or email communication, both of which are utilised to inform staff of any proposed changes to a schedule or space;
- Attempt to communicate effectively and in good time.

- Demonstrate a clear understanding of and commitment to non-discriminatory practice by not deliberately discriminating or ostracising certain members of staff (including avoiding the establishment of 'cliques' within the staff body). The federation believes in equality and staff should not, by their manner or speech, be discriminatory with regards to a person's age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
- Ensure experience, seniority and authority is not misused and that we act in a professional manner towards colleagues, irrespective of positions within the federation;
- Work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the children. Provide help and support for each other, whatever our roles;
- Address concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticising anyone or acting in a way that publicly undermines a colleague;
- Take responsibility for our actions, be prepared to apologise when we have made a mistake and undertake to learn from any errors;
- Try to behave in a positive way despite any personal problems that we may have, especially in front of the children;
- Be aware of how to report concerns or carry out 'Whistleblowing' if we have serious concerns about an aspect of the school's work or those who work for the school, such as: malpractice in the conduct of the school's business, or in the workplace, suspicions of criminal acts, miscarriages of justice and dangers to health and safety.
- Never condone or accept inappropriate behaviour by pupils or staff;
- Take responsibility for our own continuing professional development and support the professional development of all colleagues;
- Refrain from any action that would bring the school or federation into disrepute;
- Not allow our own personal or political views, or interests, to influence us in our work;
- Value ourselves, taking care of our physical and mental wellbeing, including maintaining a healthy work/life balance;
- Seek appropriate support for any issue that may have an adverse effect on our professional practice;
- When necessary, access counselling and support, which can be provided internally or externally. (Trade Unions can also provide support and advice for their members, membership of a Trade Union is recommended);
- Share a responsibility to look after physical resources in the school and exercise due financial care by not wasting resources unnecessarily (including resources such as heat / light) and following the principles of 'reduce, re-use, recycle' where appropriate;
- Disclose to the School Office Manager, details of any relationship, of a private or business nature, with any current or proposed external contractor or supplier as orders and contracts must be awarded on merit, without discrimination or favour, by means of fair competition against other tenders in accordance with the School's Financial Regulations;
- Check with the Executive Headteacher whether written permission of the school is required before taking on any other additional employment or private work, outside of the work done as an employee of the Council. (Employees should be clear about their contractual obligations to

the federation and should not undertake additional employment, or involvement, which might conflict with or detract from the interests of the federation.);

- Be aware that any information they may have gained in the form of intellectual property, copyright or work in any form which they have carried out or created and which has arisen from them undertaking their duties as an employee of the federation belongs to the federation and, therefore, cannot be sold or lent to any other person or organisation without the written permission of the Executive Headteacher in consultation with the Chair of Governors;
- Be aware that it may be deemed to be corrupt for an employee to receive or give any gift, loan, fee, reward or advantage for doing, or not doing, something or showing favour, or disfavour.

### Behaviour and Conduct outside work

**As school staff, governors and volunteers we all should:**

- Not engage in criminal offences or conduct outside work which could seriously damage the reputation and standing of the school / federation or their own reputation or the reputation of other members of the school community. Any such conduct could lead to dismissal;
- Recognise that our professional role does not just finish at the school gate and that we may come into contact with pupils in social settings outside of work. In these situations, staff should be mindful of how their behaviour towards pupils in such a setting may be interpreted;
- Inform the Executive Headteacher (or Chair of Governors if the employee is the Executive Headteacher) immediately if we are subject to a criminal conviction, caution, ban, police enquiry, investigation or pending prosecution. The Executive Headteacher or Chair of Governors will discuss this with the employee in the context of their role and responsibilities in order to help safeguard children and other employees at the school;
- Inform the Executive Headteacher immediately if we are involved with any child protection incidents or issues regarding our own children or those of other colleagues. If a referral has not already been made to Families First it must be actioned.
- 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 or local authority's reputation and public confidence. This may also lead to disciplinary action.

### Keeping Children Safe ↔ Keeping Ourselves Safe

**As school staff, governors and volunteers we all should:**

- Share our primary goal of ensuring our pupils feel safe and happy when they come to school by exhibiting vigilance, professionalism and discretion when working with our pupils and families;
- Not deal with any issues involving pupils who are related to us;
- In the event that a disclosure or incident leads to a cause for concern:
  - Listen and keep an open mind;
  - Be discrete but safeguard ourselves by communicating with a child or family member in a visible place;
  - Share information with the Designated Safeguarding Leads and any other relevant members of staff immediately.

Designated Safeguarding Lead for the federation: **Claire Evans**

Deputy Designated Safeguarding Lead – St. Andrew's: **Jo Bennett**

Deputy Designated Safeguarding Lead – Marty Howard: **Helen Williams**

- Adhere to the federation's Safeguarding Policy and follow the federation's safeguarding protocol;
- Record evidence conscientiously and promptly on a yellow form, available in the staff rooms;
- Never promise a pupil that they will not act on information that they are told by the pupil;
- Communicate effectively throughout an ongoing follow-up and hold the safety and well-being of the child at the heart of all we do;
- Report any act of Female Genital Mutilation to the police;
- If a child is in immediate danger or is at risk of harm, a referral must be made to First Response and / or the police immediately. Anyone can make a referral. If you feel that a concern has not been followed up appropriately by the Safeguarding Leads, you have a responsibility to challenge this and make a referral yourself if required.

If we have a safeguarding concern about another member of staff, we should report this to the Executive Headteacher. The school will follow the procedures set out in the Keeping Children Safe in Education document, which are also outlined in our Safeguarding Policy. This will include communication with the Local Authority Designated Officer (LADO) if required. Concerns must not be discussed with any other member of staff especially the staff member who is the subject of the allegation. Any allegations against staff will be investigated according to the federations' Disciplinary Procedure.

- If we have contact with pupils we should not use our mobile phones in school during directed hours or leave our phones where they are accessible to pupils. Requests to be exempt for personal reasons must be made to Senior Leaders or the Executive Headteacher. Outside of these times, mobile phones should only be used in areas of the school where pupils are not present.
- We have the responsibility to inform the Executive Headteacher of any medical condition / illness we have during the course of our employment which may impact on our fitness to undertake our duties or on the health and safety of ourselves, pupils, other staff or governors of the school. We must ensure safe storage of personal medication if required during the working day.
- We cannot use illegal drugs or alcohol during working hours as all employees are expected to attend work without being under the influence of alcohol or illegal drugs and without their performance being adversely impacted by the consumption of alcohol or illegal drugs.



## Relationship and contact with pupils

### As school staff, governors and volunteers we all should:

- Adopt positivity as our principal approach;
- Treat each child as an individual and adjust to meet individual needs;
- Encourage all pupils to have ambitions and confidence to reach their full potential;
- In conversations with children we should:
  - Show tolerance and respect for the rights of others;
  - Not undermine fundamental **British Values**, including **democracy**, **the rule of law**, **individual liberty** and **mutual respect**, and **tolerance of those with different faiths and beliefs**;
  - Express personal beliefs in a way that will not overly influence pupils, and will not exploit pupils' vulnerability or might lead them to break the law;
  - Adhere to the Teachers' Standards if applicable.
- Be aware that we must not use any form of degrading treatment to 'punish' or undermine a pupil. The use of demeaning or insensitive comments towards pupils is not acceptable and when speaking to pupils, we should always consider how we would expect to be spoken to ourselves. Shouting aggressively to anyone in school is not acceptable in any situation.
- Understand that school staff are in a position of trust and to therefore adhere to the policies and procedures laid out in the school's Safeguarding Policy and the current version of Keeping Children Safe in Education;
- Be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence;
- Ensure that safe handling practices are deployed if physical intervention / restraint is required;
- Avoid inappropriate physical contact with pupils. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil. Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported to the Executive Head Teacher immediately.

There are times, in a non-restraint context, when physical contact between a pupil and a member of staff may be deemed appropriate. These situations will be in a caring context when pupils need reassurance or support. It is important that the member of staff assesses the 'reasonableness' of their actions, taking the following into account:

- The age and stage of development of the pupil;
- The severity of the distress of the pupil;
- The knowledge of the individual child and their background;
- Gender and ethnicity;
- The relationship that exists between the member of staff and the pupil;
- The situation for such contact, including seeing pupils on their own after school or in isolated situations;



- The level of contact used should be the minimum necessary to achieve the desired outcome.

If staff members and pupils must spend time on a one-to-one basis, staff must ensure that:

- This takes place in a public place that others can access;
- Others can see in to the room;
- A colleague knows this is taking place.

## Transporting pupils

**As school staff, governors and volunteers we all should:**

- Avoid this situation if at all possible;
- Assess our insurance with school prior to this eventuality;
- Only transport pupils within staff cars for professional purposes with written permission from the parent / guardian;
- Not be alone in our car with a pupil / pupils.

## Photography, Video and Images of pupils

**As school staff, governors and volunteers we all should:**

- Only take images of pupils and / or staff for professional purposes;
- Ensure that photographs are stored securely on the school hardware and deleted as soon as they are no longer required;
- Ensure that only photographs containing pupils whose parents / guardians have given their consent are placed on the school website and given to third parties;
- Only use school tablets, cameras and other recording devices to record images or videos and never personal mobile phones. Where an alternative camera has been used to take a photograph, the pictures need to be transferred to the appropriate school file and deleted from the camera before the device is taken off the school site.

## Online Safety

**As school staff, governors and volunteers we all should:**

- Ensure that all electronic communication with pupils, parents, guardians, staff and others is compatible with our professional role and in line with school policies;
- Use school IT systems and resources for school business only; this includes school email addresses;
- Not talk about our professional role in relation to the school or federation when using social media;
- Only use our school email account or Class Dojo when communicating electronically with pupils and parents / guardians;
- Not use personal means to contact parents / pupils or former pupils. Correspondence received by a member of staff from former pupils, the public or parents / guardians should always be discussed with Senior Leaders or the Executive Headteacher and filed with any response in the appropriate school records system;
- Not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with our professional role;

- Not use social networking sites linked to the school to express political views without making it clear, if necessary, that those views are our own not those of our employer;
- Not give out our own personal details, such as mobile phone number, personal email address or social network details to pupils, parents, guardians and others. Where staff do use social networking sites it is strongly advised that profiles should be set as 'private' and under no circumstances should staff allow access to pupils, their families or carers unless this is already an established and long standing relationship outside of work. Staff should not allow as 'friends' any parent / guardian or pupil (past or present) on any social media site and be aware of the possible implications of information being sent to 'friends of friends';
- Not disclose any passwords and ensure that personal data is kept secure and used appropriately.

### **Acceptable Use agreement** As school staff, governors and volunteers we all should:

#### **For our professional and personal safety:**

- Understand that the schools will monitor our use of the IT systems, email and other digital communications;
- Not use personal mobile phones in class or in the vicinity of children;
- Understand that the rules set out here also apply to use of school IT systems (e.g. lap-tops, email) out of school;
- Understand that the school IT systems are intended for educational use only;
- Not disclose usernames or passwords to anyone else, nor try to use any other person's username or password (there are spare logins for supply teachers but these do not allow access to the staff server for GDPR reasons);
- Immediately report any illegal, inappropriate, harmful material or incident we become aware of, to the appropriate person.

#### **To be professional in our communications and actions when using school IT systems:**

- Not access, copy, remove or otherwise alter any other user's files, without their express permission;
- Ensure that when we take / publish images of others we do so with their permission and in accordance with the school's policy on the use of digital / video images. Not use our personal equipment to record these images;
- Only communicate with pupils and parents / carers using official school systems and do so in a professional manner;
- Not engage in any on-line activity that may compromise our professional responsibilities.

#### **To provide safe and secure access to technologies and ensure the smooth running of the school:**

- Not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes;
- Not try to upload, download or access any materials which are illegal (e.g. child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. Not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials (*Smoothwall*);
- Understand that GDPR requires any staff or pupil data to which we have access, to be kept private and confidential, except when it is deemed necessary that we are required by law or by federation policy to disclose such information to an appropriate authority;

- Immediately report any damage or faults involving equipment or software, however this may have happened.

### **To understand that we are responsible for our actions in and out of school:**

- Understand that this Acceptable Use Agreement applies not only to our work and use of school IT equipment in school, but also applies to our use of school IT systems and equipment out of school and our use of personal equipment in school or in situations related to our employment by the federation;
- Understand that if we fail to comply with this Acceptable Use Agreement, we could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors and / or the Local Authority and in the event of illegal activities, the involvement of the police.

## **Relationship with Parents / Guardians**

### **As school staff, governors and volunteers we all should:**

- Aim to create a welcoming and open relationship with parents and guardians, treating all concerns seriously and dealing with them promptly;
- Recognise and respect the professional boundary between staff and parents / guardians;
- Work as a team to support parents / guardians, referring them internally or externally to those with the right knowledge, skills and understanding to be able to respond most effectively;
- Aim to utilise the following communication methods if a parent / guardian is upset or angry and approaches them about the issue:
  - Adopt a calm and understanding tone of voice;
  - Provide eye contact and limit hand gestures;
  - Display empathy and concern;
  - Let the silence speak and give ourselves the time to think and respond appropriately;
  - Assure the parent / guardian that the issue will be looked into by the relevant members of staff;
  - If the conversation escalates, try and move away from the children to a quiet space;
  - If the conversation is at the beginning of the day, try and arrange an appointment with the parent / guardian for that afternoon. We should aim to communicate any findings or feedback by the end of that day.
- Complete a 'Parent / Carer / Queries / Concerns' form and, if necessary, inform a Senior Leader or the Executive Headteacher;
- Escalate the situation to Senior Leaders or Executive Headteacher (or Chair of Governors if the employee is the Executive Headteacher) if:
  - The parent / guardian persists in communicating with the same agenda despite having received a reasonable response from the school;
  - The parent / guardian is disrespectful, abusive or discriminatory in their verbal or written responses;
  - The parent / guardian is refusing to cooperate with or be supportive of the class teacher and / or the federation policies that the school is operating within;

- The parent / guardian is placing information or commentary on social media in such a way that it is bringing the federation / school or individuals within it into disrepute and evidence of this has been brought to our attention.

Leadership in the school may subsequently inform the parent / guardian that it has been decided to deploy one or more of the following:

- Suspend use of the Class Dojo message facility for the parent / guardian;
- Establish that, in the current situation, communication between the parent / guardian and school can only be via email or in person.
- Ensure that emails between the class teacher and the parent / guardian will be cc'd to Senior Leaders / the Executive Headteacher / Chair of Governors for monitoring purposes;
- Ensure that the class teacher can have access to a colleague when meeting the parent / guardian face to face if they wish this to be the case;
- Direct the parent / guardian to the federation's Complaints Procedures;
- Make contact with the federation's legal support which may result in a formal letter being issued or a temporary / permanent ban from the premises.

### Dress and Appearance

**As school staff, governors and volunteers we all should:**

- Ensure, when in school, that we are dressed in a manner that is suitable and professional, considering our position as role models for the pupils and ensuring we are dressed decently, safely (particularly shoe wear, for example no flip flops) and appropriately for the tasks we undertake. This can be casual, but smart, and may be different to how we dress when not at work;
- Set a good example, through dress, for the children who wear uniforms and to show that we are here to work;
- Consider our dress carefully for important occasions such as church services, parent / guardian consultation evenings and school photographs.
- Accept that revealing clothing and clothing with inappropriate lettering, slogans or pictures are not appropriate to be worn in school at any time (those who dress or appear in a manner which could be considered inappropriate could render themselves vulnerable to criticism or allegations of misconduct);
- Demonstrate commitment to diversity by respecting individual preference in terms of customs, culture and tradition;
- Use opportunities such as INSET and non-uniform days to wear more casual clothing, such as blue denim jeans;
- If possible, wear sports clothing, including trainers, to deliver PE lessons and sports clubs.

## Conclusion

By adhering to The Mease Memorandum, as staff, governors and volunteers we can be assured that we are playing our part in safeguarding pupils and protecting ourselves. Any contravention could result (or be taken into account) in disciplinary proceedings. It does not seek to address every possible circumstance and simply because a particular action may not be addressed within it, that does not condone that action by omission. Similarly, we should speak to the Executive Headteacher if we consider we have individual circumstances preventing us from adhering to any part of the memorandum.

To reinforce the expectation for exemplary professional behaviour The Mease Memorandum will be

- Used for induction;
- Reviewed and signed by each employee and governor annually, and volunteers when applicable;
- Summarised and relevant information from it distributed to parents / guardians and visitors.

The Mease Memorandum should be used in conjunction with the following other federation policies:

- Keeping Children Safe in Education
- Safeguarding Policy and Procedures
- E-Safety Online Safety Policy
- Acceptable Use of Technology
- Whistleblowing Policy
- Financial regulations for schools
- Health and Safety Policy
- Data protection procedures
- Safer Recruitment Policy
- Disciplinary Policy
- Allegations against staff
- Prevent Duty / Prevention of Radicalisation
- Teachers' Standards