

SUAT Policy	Code of Conduct					
LGCS Appendix	LGCS Staff Code of Conduct					
Approved by	CEO/LAC	Issue Date	Nov. 2018	Review Date	Jan 20	
Audience	Trustees	✓	Staff	✓	Pupils	
	Local Academy Council	✓	Parents		General Public	

This appendix includes:

- amendments to the SUAT policy that have been approved by Trustees/ LAC
- specific practices and/ or procedures that are used in LGCS
- additional information relevant to LGCS

This appendix indicates how the SUAT Code of Conduct Policy is applied to all staff at LGCS.

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Section 1 Using the Policy

1.1. Purpose of Guidance

It is important that all adults working with children at Littleton Green Community School understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This Code of Conduct provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities. The Code of Conduct aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
- reduce the incidence of positions of trust being abused or misused.

Employers should be familiar with, and know how to access, their Local Safeguarding Children Board's policy and procedures for managing allegations against staff. Organisations within Staffordshire would refer to the policy on www.staffsscb.org.uk – Procedure 4A. Organisations located within Stoke-on-Trent must refer to the procedure on www.safeguardingchildren.stoke.gov.uk 'LADO managing allegations against staff and volunteers working with children and young people' procedure D01.

1.2. Underpinning Principles

- The welfare of the child is paramount.¹
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- Adults 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 motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.

1.3. Definitions

Children and Young People: Throughout this document references are made to "children and young people". These terms are interchangeable and refer to children who have not yet reached their 18th birthday. This guidance, however also has value for those working with vulnerable adults.

DSL: Designated Safeguarding Lead in the organisation

Adults: References to 'adults' or 'volunteers' refer to any adult who is employed, commissioned or contracted to work with or on behalf of, children and young people, in either a paid or unpaid capacity.

Manager: The term 'manager' refers to those adults who have responsibility for managing services including the supervision of employees and/or volunteers at any level.

Employer: The term 'employer' refers to the organisation, which employs, or contracts to use the services of

¹ Children Act 1989

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individuals in pursuit of the goals of that organisation. In the context of this document, the term 'employer' is also taken to include 'employing' the unpaid services of volunteers.

Safeguarding: Safeguarding is the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully².

Duty of Care: The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally to owe them a duty of care.

Section 2: What to do if you are worried a child is being abused

Everyone working with children and young people should be familiar with SUAT's Safeguarding child protection policy and understand their responsibilities within that. If there are welfare concerns about children these must be referred to the children's social care service in which they live. If there are concerns about a person in a position of trust working with children, such concerns must be reported to the LADO in the authority where the employing organisation is based.

In Staffordshire and Stoke-on-Trent, the relevant procedures will be found on the websites of the Safeguarding Children Boards together with telephone numbers for the referral teams and other useful contacts.

Adults have a duty to report any child protection or welfare concerns to children's social care though they should have regard to their organisation's procedures e.g. discussing initially with the Designated Safeguarding Lead when appropriate. However, safeguarding children is everyone's responsibility and child protection referrals must be reported **without delay**.

Section 3: Duty of Care

All adults should:

- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- treat all students regardless of race, disability, religion or belief, gender, sexual orientation, equally and with respect and dignity
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions

Section 4 Confidentiality

All adults should:

- be clear about when information can be shared and in what circumstances it is appropriate to do so.
- treat information they receive about children and young people in a discreet and confidential manner
- seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
- know to whom any concerns or allegations should be reported
- know who to report concerns / allegations against staff members or volunteers to.
- have access to and be aware of the SUAT Managing Allegations Against Staff policy.
- understand the SUAT Whistle Blowing Policy.

Section 5 Making a Professional Judgement

All adults should:

- discuss the circumstances that informed their action, or their proposed action, with a senior manager,
- report any actions which could be misinterpreted to their senior manager
- always discuss any incident, misunderstanding, accidents or threats by any adult or child with a senior manager
- always record discussions and reasons why actions were taken.
- record any areas of disagreement about course of action taken and if necessary refer to a higher authority

² Working Together to Safeguard Children 2015. HM Government (WT 2015)

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Section 6 Power and Positions of Trust

All adults should:

- always be a positive role model
- be aware that behaviour in their personal lives may impact upon their work with children and young people
- understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people

All adults should not:

- use their position to gain access to information for their own or others' advantage
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people
- use their position to lead children or young people to believe that their relationship is anything other than a professional one, or likely to become anything other than a professional relationship in the future.
- behave in a manner, which would lead any reasonable person think that they may pose a risk of harm towards children and young people
- make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such
- post photographs or comments regarding the above on any internet or social media site.

Section 7 Dress and Appearance

Our dress code reflects the high expectations of the school in terms of teaching and learning, behaviour and student uniform. It is recognised that staff within the School perform a variety of different roles and our dress code takes this into account. The respect a member of staff deserves must be reflected in their appearance and professionalism at all times though.

Information for all staff

- Clothing must be professional attire, not casual wear
- Male staff must wear a shirt, tie, trousers and smart shoes
- Female staff must wear smart dresses or separates, trousers may be full or $\frac{3}{4}$ length, but no shorter. Any cropped trousers must be formal and tailored. Skirts and dresses should not be too short (just above knee length at the shortest). Shirts, blouses, knitwear and other smart tops may be worn, plus smart shoes or boots.
- Learning support assistants and office staff are expected to adhere to the same dress code as teachers.
- Other support staff and non-teaching staff (e.g. technicians, canteen staff, premises manager, site staff) should dress smartly and appropriately for their role taking into account health and safety issues/the physical nature of their role
- Where uniform is provided, it should be worn at all times.
- Hair should be neat and tidy. No extreme hairstyles are allowed.
- Visible tattoos are discouraged and must be discreet.
- Jewellery should be discreet with visible piercing restricted to ears (for women only). Single nose studs may be worn for reasons of culture or religious observance only.
- On formal occasions (such as parents' evenings) all staff attending must dress in a professional manner befitting the event.

The following may be helpful in clarifying what is and what is not appropriate:

- No denim
- No revealing or excessively tight clothing
- No t-shirts (except when teaching PE) exceptions are for female staff who wear t-shirts in conjunction with other clothing
- No shorts (except when teaching PE)
- No combat or cargo trousers (except uniforms for premises staff)
- No leggings unless under an appropriate length skirt or dress
- No inappropriate footwear e.g. flip flops and trainers (except when teaching PE) which may contravene Health & Safety guidelines.
- Women's tops may be sleeveless but should not be 'strappy' (i.e. have narrow shoulder straps) or be strapless
- No large logos
- No clothes that are excessively worn or faded

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- No clothes with rips or tears

The Head has the final say on whether clothing and appearance is appropriate. If a staff member's clothing or appearance is not deemed appropriate, the Head or other member of SLT will speak to the staff member concerned to discuss any concerns.

Section 8 Gifts, Rewards, Favouritism and Infatuations

All adults should:

- only give gifts to an individual young person as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value
- ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff
- ensure that they do not consistently favour one child over others so as to raise questions about the adults' motivation or intention.
- report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with an adult in the workplace
- always ensure that children and young people are clear about your professional boundaries.

Section 9 Communication with Children and Young People (including use of technology)

All adults should:

- always follow the SUAT E Safety policy
- ensure that personal social networking sites have high privacy settings.
- ensure that they do not accept children and young people they work with, as friends on their personal social networking sites.
- never use or access social networking sites of children or young people with whom they work.
- not give their personal contact details to children or young people, including their personal mobile telephone number.
- only use equipment provided by the organisation e.g. a mobile phone; to communicate with children and young people, as part of your organisation's policy; and ensuring that parents have given permission for this.
- only make contact with children for professional reasons and in accordance with your organisation policy.
- recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible.
- **not** use internet or web-based communication channels to send personal messages to children or young people.

Section 10 Use of mobile phones/ smart watches.

All adults should:

- not make or receive calls on their personal devices during teaching time/contracted hours. If there are extreme circumstances (e.g. acutely sick relative) the member of staff will have made the Headteacher aware of this and can have their phone to receive an emergency call.
- only use personal phones in non-contact time when no children are present.
- use the mobile phone provided by the school if emergency contact is needed to be made when children are present. This phone is a basic model and therefore cannot be used to access the internet or record images.
- keep phones/ smart watches safely locked away out of sight of children (e.g. in a drawer or locker away from the children) at all times during teaching time/contracted hours.
- never use phones to take photographs in the school building or grounds of children, staff or school environment or to store their personal data.
- ensure the use of mobile phones on outings is included as part of the risk assessment. (For example, how to keep personal numbers that may be stored on the phone safe and confidential.)

Section 11 Access to inappropriate images, internet usage and social media

All adults should:

- adhere to the SUAT E Safety policy
- provide guidance and instruction to pupils in the appropriate use of such resources.
- organise information resources in ways that point pupils to those that have been reviewed and evaluated prior to use
- consult the Computing subject leader for advice on content, training and appropriate teaching levels
- remain vigilant when their pupils are using the Internet in order to ensure that offensive materials are not

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accessed.

- inform pupils of their rights and responsibilities as users either as an individual or as a member of a class or group
- only allow independent access to the internet amongst children after receiving an agreement form signed by parents or in the home- school agreement
- allow access to their user area, including their internet use history by network administrators (Headteacher) at regular intervals.
- not make any photographs relating to school available on any social networks.
- only use on line media such as you tube with children after the content has been scrutinised.
- always log onto the network using their own username and never tell anyone else your password.
- always quit from programs properly and log off the network.
- ensure that any films or material shown to children and young people are age appropriate.
- be accurate, fair and transparent when creating or altering online sources of information on behalf of Littleton Green Community School or SUAT.

All adults should not:

- engage in activities involving social media which might put Littleton Green Community School or SUAT into disrepute. (including searching for, downloading, sending or displaying offensive messages or pictures; using bad language)
- represent your personal views as those of Littleton Green Community School or SUAT on any social medium.
- discuss personal information about pupils, Littleton Green Community School or SUAT staff and other professionals you interact with as part of your job on social media.
- not use social media and the internet in any way to attack, insult, and abuse or defame pupils, their family members, colleagues, other professionals, and other organisations, Littleton Green Community School or SUAT.
- damage computers, computer systems or computer networks
- violate copyright laws
- use others' passwords
- trespass in others' folders, work or files
- intentionally waste limited resources (such as printers)

Section 12 Photographs and video images

All adults should:

- be clear about the purpose of the activity and about what will happen to the images when the activity is concluded
- be able to justify images of children in their possession
- avoid making images in one to one situations or which show a single child with no surrounding context
- ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- only use equipment provided or authorised by the organisation
- report any concerns about any inappropriate or intrusive photographs found
- always ensure they have written parental permission to take and/or display photographs
- always have explicit permission by the manager before taking any photographs
- always use a camera provided by the organisation not a personal one

All adults should not:

- display or distribute images of children unless they have consent to do so from parents/carers
- use images which may cause distress
- use mobile telephones to take images of children
- take images 'in secret', or taking images in situations that may be construed as being secretive

Section 13 Social Contact

All adults should:

- have no secret social contact with children and young people or their parents
- consider the appropriateness of the social contact according to their role and nature of their work
- always approve any planned social contact with children or parents with senior colleagues,
- advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern
- report and record any situation, which may place a child at risk or which may compromise the organisation or their

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own professional standing

- be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager.
- understand some communications may be called into question and need to be justified.

Section 14 Sexual Contact

All adults should not:

- have sexual relationships with children and young people
- have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact
- make sexual remarks to, or about, a child/young person
- discuss their own sexual relationships with or in the presence of children or young people

Section 15 Physical Contact

All adults should avoid touching students but where educationally necessary:

- demonstrate without touching first
- ask permission, say what you intend to do first and explain why
- move away as soon as contact is no longer required
- always be prepared to report and explain action and accept that all physical contact be open to scrutiny
- not indulge in horseplay / play fighting
- always encourage children, where possible, to undertake self-care tasks independently
- be aware of cultural or religious views about touching and always be sensitive to issues of gender
- understand that physical contact in some circumstances can be easily misinterpreted

Section 16 Behaviour Management

All adults should:

- not use force as a form of punishment
- always adhere to the Littleton Green Community School's behaviour management policy
- try to defuse situations before they escalate
- inform parents of any behaviour management techniques used
- adhere to Littleton Green Community School's behaviour management policy and physical restraint policy
- be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action

Section 17 Children and Young People in Distress

All adults should:

- consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way
- be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances
- never touch a child in a way which may be considered indecent
- record and report situations which may give rise to concern from either party not assume that all children seek physical comfort if they are distressed

Section 18 Intimate Care

All adults should:

- make other staff aware of the task being undertaken
- explain to the child what is happening
- consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with parents
- ensure that any changes to the agreed care plan are discussed, agreed and recorded
- always seek the views and wishes of the child where possible.
- provide dignity to the child-the adult stands in front of the child either in the toilet cubical or in front of the changing table (situated in pre-school, nursery and reception). No doors will be closed.
- communicate with parents, either verbal at the end of the session or written in the communication diary.
- wear protective clothing supplied (plastic apron and gloves).

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- wash hands afterwards with the child.

Section 19 Personal Care

All adults should:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour
- where there are changing rooms announce their intention of entering

This means that adults should not:

- change in the same place as children
- shower or bathe with children
- assist with any personal care task which a child or young person can undertake by themselves

Section 20 First Aid and Administration of Medication

All adults should:

- adhere to SUAT's First Aid policy for guidance on intimate safe practice
- comply with the necessary reporting requirements
- make other adults aware of the task being undertaken
- explain to the child what is happening.
- always act and be seen to act in the child's best interests
- report and record any administration of first aid or medication
- have regard to any health plan which is in place
- undertake health / risk assessment as appropriate, for certain activities.

Section 21 One to one situations

All adults should:

- ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.
- avoid meetings with a child or young person in remote, secluded areas,
- always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior colleague
- carefully consider the needs and circumstances of the child/children when in one to one situations

Section 22 Home Visits

All adults should:

- agree the purpose for any home visit with senior management, unless this is an acknowledged and integral part of their role e.g. social workers
- adhere to agreed risk management strategies
- always make detailed records including times of arrival and departure and work undertaken
- ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken

Section 23 Transporting Children

All adults should:

- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive
- be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer
- record details of the journey in accordance with agreed procedures
- ensure that their behaviour is appropriate at all times
- ensure that the driver and vehicle are compliant with the law.
- take more than one person
- travel directly to or from the destination
- obtain parental permission, preferably in writing
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned

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Section 24 Curriculum (including trips and outings)

All adults should:

- have clear written lesson plans
- seek to be enthusiastic and constructive when giving feedback
- ensure that children and young people have the opportunity to explore sensitive topics in a safe and non-threatening environment.
- ensure that discussions are appropriate for the age and understanding of the child.
- ensure that discussions cannot be misinterpreted by children and young people or other adults.
- always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager undertake risk assessments in line with their organisation's policy where applicable
- have parental consent to the activity
- ensure that their behaviour remains professional at all times
- never share beds with a child/children or young people
- not share bedrooms with the exception of when it is part of a care plan and is dependent on an individual's care needs and a risk assessment has taken place.
- complete risk assessments for all off site trips and consult with the head regarding any additional forms that may need completing

Section 25 Showers and changing

All adults should:

- avoid any physical contact when children are in a state of undress
- be aware that in situations of special need there may be times where staff may need to help a child dress / undress etc.
- avoid any visually intrusive behaviour
- exercise professional judgement to ensure children are safe within public changing facilities
- supervise with two adults of the same gender (best practice)

All adults should **NOT**:

- Change in the same place as children
- Shower with children

Section 26 Sharing concerns/ whistleblowing

All adults should:

- be familiar with SUAT's system for Whistleblowing and Safeguarding Whistleblowing
- take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace
- report any behaviour by colleagues that raises concern regardless of source
- Read 'Keeping children safe in education (part 1)', 'What to do if you're worried a child is being abused and 'Information sharing'.

Section 27 Duty to prevent terrorism

All adults should:

- inform the designated safeguarding lead who will make a referral to either the Prevent team or the child protection assessment team (as appropriate) where there are concerns about a child
- build resilience to radicalisation by offering a safe environment to explore sensitive or controversial topics and ensure that any resources used are suitable for pupils
- promote British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those from different faiths
- develop an awareness of online risks to children and how extremists use social media to communicate with children
- give pupils skills and knowledge to understand and manage difficult situation.

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Section 28 Reporting sick and return to work

All adults must:

Personally contact the Principal or Vice- Principal at the earliest possible opportunity on the first day of absence and ideally at least two hours before they are due or expected to start work.

On Day 4 - Contact the Principal or Vice- Principal to update on their absence.

On Day 7 - Contact the Principal or Vice- Principal again, and produce a Doctor's fit note within 5 working days.

From Day 8 onwards all adults must:

- Produce on-going Doctor's fit notes until they return to work or employment ceases.
- Update their manager at least every two weeks with their progress.
- Engage with Occupational Health and Human Resources regarding referral appointments and absence visits.

Failure to Produce a Fit Note

- Failure to produce a fit note within 5 working days of it being due may result (except in exceptional circumstances) in the withdrawal of occupational sick pay from day 13.

Maintaining Contact during the Absence

Short term absence

- The manager has a duty of care and should take steps to [find out why their employee is not well](#); the nature of their illness and what steps they are taking to deal with it.

Long term - absences of more than 20 days

- At the point it becomes known that the absence will be of more than 20 days [the manager should arrange to meet with the employee](#) and arrange a referral to Occupational Health if one has not already been made.

Return to Work Discussions on Return from Sickness Absence

- The [RTW discussion](#) enables a manager to identify the cause of the absence and should be carried out as soon as possible, ideally on the day of return and normally within 10 days.
- Managers must complete the relevant paperwork and update SAP/ on-line system for schools (or arrange for it to be updated where no direct access) to show that a RTW discussion has taken place, and keep a local record of the discussion taking place. Return to Work discussions must take place following every absence to ensure that an employee will never unknowingly find him or herself under consideration of the formal Attendance Procedure.