

## Values and behaviours: contributing to our college's culture

The Values of the College seek to put the student and our community at the heart of the College, maximise student performance, while always mindful of the needs of our staff.

In delivering our Strategic Objectives the College and its staff will seek to develop a Kirklees College 'culture' that underpins professional standards and behaviours.

- V1 Pursuit of **Excellence** to be the best that we can be as professionals, departmental teams and as a College
- V2 **Integrity**, transparency, fairness and honesty in our management and communications
- V3 Active promotion of the College **Equality** and Diversity policy
- V4 **Respectful** and supportive behaviour towards each other, our students and our community
- V5 Playing our part in the provision of a **Caring** environment that is safe, healthy, supportive and student responsive
- V6 Value for public money and **Efficient** in the use of all resources
- V7 Promoting an environment where **Innovation** and creativity are encouraged

This Code aims to give guidance to all employees as they carry out their roles within the college. It is important that the environment which we create is one which is enjoyable, supportive, non-threatening, safe, clean and conducive to working and learning. We are all expected to conduct ourselves in a responsible and professional manner when undertaking our duties and fulfilling our responsibilities, and to comply with lawful and reasonable instructions from line managers. We all have a responsibility to understand what is expected of us and the role we have to play in working within the spirit of these guidelines.

# Code of Conduct

This Code is designed to complement the Values and Behaviours guidance and give further clarification about key issues which we may come across in the course of our work. It cannot provide a complete checklist of what is, or is not, appropriate behaviour for us. It does highlight behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which we have to make decisions or take action in the best interests of a child or young person which could contravene this guidance, or where no guidance exists.

## DEALING WITH ANY NEW OR UNFORESEEN CIRCUMSTANCES

In such cases we are expected to make judgements about our behaviour in order to secure the best interests and welfare of the learners in our charge and colleagues they or we work with, and in so doing, will be seen to be acting reasonably. If it isn't clear what the right action is, we are expected to consult our line managers.

*This means that where no specific guidance exists we should:*

- *discuss the circumstances that informed the action, or the proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted*
- *always discuss any misunderstanding, accidents or threats with a senior manager*
- *always record discussions and actions taken with their justifications.*

## PERSONAL CONDUCT

We should maintain high standards in terms of language and behaviour in order to avoid giving offence to other employees, students or visitors to the College.

<p><b>Appearance/Dress Code</b></p> <p>While there is no formal dress code in the College, we are expected to present ourselves in a professional and business-like manner, appropriate for a College serving a multi-cultural society. Our dress and appearance are matters of personal choice and self-expression. However we should dress appropriately to our professional role (which may be different to that adopted in our personal lives). We should ensure we are dressed decently, safely and appropriately for the tasks we undertake. If we dress or appear in a manner which could be considered inappropriate this could make ourselves vulnerable to criticism or allegation.</p> <p><b>Identification</b></p> <p>For security purpose you should wear your College identification at all times. We should also be challenging any other members of staff if they are not wearing their ID whilst on College premises. Students are expected to have their college ID with them at all times and be willing to show it to any member of staff who asks to see it.</p>	<p><i>This means that we should wear clothing which:</i></p> <ul style="list-style-type: none"> <li>• <i>promotes a positive and professional image</i></li> <li>• <i>is appropriate to our role</i></li> <li>• <i>is not likely to be viewed as offensive, revealing, or sexually provocative</i></li> <li>• <i>does not distract, cause embarrassment or give rise to misunderstanding</i></li> <li>• <i>doesn't have any political or offensive slogans</i></li> <li>• <i>would not be considered discriminatory.</i></li> </ul> <p><i>The college recognises that some cultural groups have adopted face covering as part of their every-day dress. Arrangements will be made to deal sensitively with any need to identify individuals from such groups, including any check taking place in a private female only environment. Where the college judges that such a dress would have an adverse impact on communication, such as during teaching and learning, students and staff would be expected to remove such covering in the classroom environment by mutual agreement.</i></p>
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### **General Conduct at Work**

We are expected to conduct ourselves within the overall Values and Behaviours framework, College policies and procedures and their contractual obligations. The college has a range of Human Resources procedures which give guidance on conduct, which lie outside the scope of this Code.

### **Language and attitude**

We are all expected to be sensitive and considerate in the way we communicate with our colleagues and our students. We should talk to others in the way we would like to be spoken to ourselves. Constructive criticism can be expressed clearly but in a way which lets the other person retain their dignity and self respect

### **Confidentiality and Corporate responsibility**

We should all be aware of our duty to manage a united college approach when dealing with members of the public and students. This means taking responsibility for incidents of dispute or dissatisfaction and not 'washing dirty linen in public'. This applies equally to criticising the college publicly and using the press to air your concerns or grievances.

*There are certain actions the college would consider as either general or gross misconduct. These are listed in Appendices 1 and 2 of the College <Disciplinary procedure>*

*For example:*

- *This includes being aware of our tone of voice, body language and personal space*
- *We should model the behaviors we want to see in our students and our colleagues*
- *Effective people lead by example, model, show active respect, lead, guide, remind, encourage, make rules with and for others and promote self-control.*
- *We need to address the behaviour rather than launching onto a personal attack on the individual*
- *Sanctions must be appropriate to the offence*
- *Give positive feedback to encourage the behaviours you want to see*
- *We need to respect, by our actions, students or staff who may (by not being polite, clean or nice) not "deserve it"*

*How do we do it?*

- *Use first names – if possible*
- *address the behaviour*
- *do not crowd personal space*
- *ask rather than demand - give choices*
- *treat the person with active courtesy and good humour*
- *don't hold grudges*
- *start afresh - every day is a new day !*

**<Grievance procedure>**

	<p><i>For example:</i></p> <p>Staff should avoid publicly blaming colleagues for failures in process or experience.</p> <p>Staff are expected to manage any dissatisfaction and reassure the person that the college will do everything it can to put things right.</p> <p>It is a disciplinary offence to 'go public' with information that could potentially harm the college's reputation.</p> <p>Staff with concerns should always follow college procedures in the first instance</p>
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## OUTSIDE ACTIVITIES

<p><b>Membership of Societies</b></p> <p>The College encourages membership of societies and professional bodies. However, should you find that when acting in an official capacity you may be influenced by a membership or association, you should report the conflict of interests to your manager.</p> <p><b>Other Employment</b></p> <p>You should not engage in other employment if doing so will have an adverse effect on the way in which you perform your duties, or could result in a conflict of interests. If you have any doubts then you should contact your line manager.</p>	<p><i>For Example:</i></p> <p><i>Private work, or work connected with an outside interest, must not be done in College time, nor with the use of College materials, without the consent of your line manager. Staff are required to register any business interests on the 'Register of Business Interests' form, which is available from the HR.</i></p>
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## GIFTS AND HOSPITALITY

<p><b>Staff receiving gifts</b></p> <p>We all have to take care that we do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.</p> <p>If such a gift is offered it should be tactfully refused and your line manager informed that the offer was made.</p> <p>Invitations to working meals, a social function to which other employees are invited, or some other general celebration are generally acceptable.</p> <p>If in doubt, advice should be sought from your line manager.</p>	<p><i>This means that you should:</i></p> <ul style="list-style-type: none"> <li>• <i>ensure that gifts received or given in situations which may be misconstrued are declared</i></li> <li>• <i>where giving gifts other than as above, ensure that these are of insignificant value and given to all equally.</i></li> <li>• <i>There are occasions when learners or parents wish to pass small tokens of appreciation to staff (eg at Christmas or as a thank-you) and this is acceptable, as are</i></li> </ul>
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<p>Please also refer to the <b>&lt;Financial Regulations&gt;</b> for further guidance on gifts.</p> <p><b>Staff giving gifts/rewards</b> Any reward given to a young person should be recognised practice within the establishment, consistent with an agreed strategy, recorded and not based on favouritism.</p>	<p><i>small gifts from companies such as calendars, diaries, pencils, etc.</i></p> <ul style="list-style-type: none"> <li>• <i>generally, only give gifts to an individual young person as part of an agreed reward system</i></li> </ul>
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## USE OF INFORMATION COMMUNICATIONS TECHNOLOGIES (ICT), AND SOCIAL NETWORKING

<p>The Acceptable Use of College ICT facilities is clearly outlined within the <b>&lt;Acceptable Use of ICT Systems guidelines for staff and students&gt;</b></p> <p>The aim of the guidelines are to ensure security of College IT Systems and to safeguard the College, you as an employee, and our learners.</p> <p><u>Social Networking</u></p> <p>Social networking is a phenomenon that raises issues for the College in terms of interactions between student and student, and staff and student. Facebook, Bebo, and Twitter are new ways in which members of the college community can communicate with each other. As these methods of communication are relatively new, students and staff can be unaware of the implications of their comments/postings.</p> <p>Often, comments which may be understood as humorous or flippant by the people making them can be misinterpreted or cause great offence to a wider audience and bring the College or the individual into disrepute.</p> <p>For these reasons a code of practice has been developed which</p> <ul style="list-style-type: none"> <li>• Makes clear the limits of “free speech” on the internet</li> <li>• Draws clear boundaries that staff must not or would be ill-advised to cross</li> <li>• Lays out the potential penalties for breaking the code of practice</li> </ul>	<p>See the <b>&lt;Acceptable Use Policy&gt;</b> for full details.</p> <p>See the <b>&lt;Social Networking Code of Practice&gt;</b> for full details</p>
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## USE OF COLLEGE RESOURCES

All staff must endeavour to use College time,	<i>This means that :</i>
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resources and property responsibly and efficiently at all times. Inappropriate or dishonest use of resources can merit disciplinary action.

Similarly, if you become aware of dishonesty or maladministration by another employee, you are expected to draw this to the attention of an appropriate senior member of staff. If in doubt, ask your line manager.

- *If you were a French polishing lecturer, it would be acceptable to bring in your own furniture to use in a lesson showing the students how to French polish*
- *It would not be acceptable to use College materials and equipment to make a piece of furniture for your home*
- *As a general rule, employees should not gain financially from using College resources, equipment or materials*

*If in doubt, always check with your line manager*

## CONFIDENTIALITY

Within the College, communication should be open and accessible to all.

However, during your employment, all information should be considered confidential to outsiders and academic records of students should not be divulged unless required by law or expressly authorised to do so.

Personal information on anybody is internally confidential unless part of agreed procedures. Any breach of confidence is a serious disciplinary offence. If you are in doubt about such a matter you should consult your manager.

However, there are circumstances in which it is our responsibility to share information, e.g. when the safety of a child (under 18) or a vulnerable adult is at risk.

*This means that staff:*

- *are expected to treat information they receive about children and young people in a discreet and confidential manner.*
- *in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff need to be cautious when passing information to others about a child/young person.*

### **Seven golden rules for information sharing**

**1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.

**2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

**3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.

**4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.

**5. Consider safety and well-being:** Base your information sharing decisions on considerations

	<p><i>of the safety and well-being of the person and others who may be affected by their actions.</i></p> <p><b>6. Necessary, proportionate, relevant, accurate, timely and secure:</b> <i>Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.</i></p> <p><b>7. Keep a record</b> <i>of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have passed on and to whom. You can use the Consent to Share Form available on the Portal.</i></p> <p>Please also refer to our <b>&lt;Data Protection Policy&gt;</b>.</p>
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## RELATIONSHIPS

Please also see our guidance on **<Safeguarding.>**

For the purposes of the Code, the definition of 'relationships' includes:

- business, commercial or financial relationships
- close friendships / social relationships
- family relationships
- intimate relationships including marital, sexual, romantic, and emotional

<p><b>Relationships between staff and students</b></p> <p>There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.</p> <p>You should conduct yourself at all times in ways that are consistent with College policy and procedures and acknowledge your professional and ethical responsibility to protect the interests of students and accept the obligations and constraints inherent in that responsibility.</p> <p>Should a personal relationship already exist when the member of staff or student enters the College or develop while the student is registered, it is the responsibility of the member of staff to declare their involvement to their line manager or head of department. There will be no requirement to give details of the involvement.</p> <p>You should not establish or seek to establish</p>	<p><b>Examples :</b></p> <p><i>This means that you should not:</i></p> <ul style="list-style-type: none"> <li>• <i>behave in a manner which would lead any reasonable person to question your suitability to work with children or act as a role model.</i></li> <li>• <i>compromise your position within the work setting by your behaviour outside work, e.g.</i></li> <li>• <i>Invite learners to join your social networking site or join theirs</i></li> <li>• <i>Where you are a person aged 18 or over in a position of trust with a child under 18, engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity as these are criminal offences</i></li> <li>• <i>make sexual remarks to a learner (including email, text messages, phone or letter)</i></li> <li>• <i>discuss your own sexual relationships with, or in the presence of, learners</i></li> <li>• <i>discuss a learner's sexual relationships in inappropriate settings or contexts</i></li> <li>• <i>This does not mean that you may not have a relationship with another adult who also happens to be a student at this college – but</i></li> </ul>
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social contact with learners for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, you must exercise your professional judgement in making a response and be aware that such social contact could be misconstrued.

You must not have any sort of friendship or romantic or sexual relationship with any student who is under the age of 18. To maintain the relationship with students based on trust, confidence and equal treatment, you must not enter into an intimate relationship with a student for whom you have a responsibility in the areas of teaching / learning, assessment, selection, pastoral care or research – even if that learner is legally consider an adult.

Such relationships can lead to perceived or actual conflicts of interest, which can have a detrimental effect on the teaching and learning environment for other students and colleagues.

#### **Relationships between staff**

There are occasions when personal relationships between staff may lead to actual or perceived conflicts of interest. In these situations, or where there is a possibility that the integrity of the academic or administrative processes of the College could be threatened, you are required to declare an interest. Such a conflict of interest will almost certainly arise when one party to the relationship has a direct line management responsibility for the other, or is involved in decisions relating to discipline, pay or promotion, for example. It will not necessarily come about as a result of co-membership of a particular school or department.

It is your responsibility to make a declaration of interest to your line manager / head of department. There will not be a requirement to give details of the involvement, but if the declaration leads to a required change in line-management relationships, then other staff members will have to be informed accordingly, after consultation with the parties involved.

If you are uncertain about what action to take then seek advice, in confidence, from the Human Resources. Failure to declare a conflict of interest, which results in the academic, administrative or college processes being brought into question, could result in disciplinary action.

*for whom you have no responsibility. E.g. it would be unreasonable for the college to try to forbid you from continuing a relationship with someone who you discover happens to attend a part-time adult education class (unless you teach or assess on that class)*

#### **Examples**

*This means that if you are having a relationship with a colleague within the same team or management structure there could be circumstances where either of you could potentially gain some sort of advantage or disadvantages (or be perceived to gain advantage or disadvantage buy other people).*

- *This could also apply to people in family relationships: Father/son; siblings; in-laws, etc.*

#### **Participation in college procedures**

- *To avoid any accusation of bias you should ensure that you are not involved in any HR-related college procedures where you are related to an applicant or have a close personal relationship with him / her outside work (college procedures such as interviews/appointments, disciplinaries, grievances, PDRs, etc).*
- *We expect people in this situation to tell their line manager about this - in case specific arrangements have to be made to avoid perceived or real advantage, e.g. it would not be appropriate for you to approve the expenses claim of your partner*
- *This will be done with respect for people's privacy but your manager may need to agree with you who this information has to be*

	<p><i>shared with</i></p> <ul style="list-style-type: none"> <li>• <i>It is also important that colleagues who are in a relationship or are related should behave professionally and according to this code in order to maintain their colleagues' confidence in their independence and objectivity.</i></li> <li>• <i>This may be particularly relevant if a relationship has broken down and there are unresolved personal issues</i></li> </ul>
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## PHYSICAL CONTACT WITH LEARNERS

<p>It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one learner in one set of circumstances may be inappropriate in another, or with a different learner. You should therefore, use your professional judgement at all times.</p> <p>Physical contact should never be secretive, or for your gratification, or represent a misuse of authority.</p>	<ul style="list-style-type: none"> <li>• <i>This means that you should: be aware that even well intentioned physical contact may be misconstrued by the learner, an observer or by anyone to whom this action is described</i></li> <li>• <i>never touch a learner in a way which may be considered indecent. (staff who are required to provide personal care of an intimate nature are fully trained and follow clear protocols)</i></li> <li>• <i>always be prepared to explain actions and accept that all physical contact be open to scrutiny</i></li> <li>• <i>never indulge in horseplay, tickling or fun fights.</i></li> </ul> <p><i>Considerations should be made to learners for whom touching is particularly unwelcome. For example:</i></p> <ul style="list-style-type: none"> <li>• <i>Some learners may be particularly sensitive to physical contact because of their cultural background, or because they have been abused</i></li> </ul> <p><i>Touching learners, including well-intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised. As a general principle, staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils. Teachers and other staff do, however, have the right to use reasonable physical force to restrain pupils in certain circumstances.</i></p> <p><i>Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own</i></p>
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	<p><i>position and the overall reputation of the school.</i></p> <p><i>Some staff are likely to come into physical contact with learners from time to time in the course of their duties. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.</i></p>
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## **LEARNERS IN DISTRESS**

<p>There may be occasions when a distressed learner needs comfort and reassurance. This may include age -appropriate physical contact.</p> <p>You should use your discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same learner over a period of time.</p> <p>You should remain self aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.</p> <p>If you have a particular concern about the need to provide this type of care and reassurance you should seek further advice from a senior manager.</p>	<p><i>This means that you should:</i></p> <ul style="list-style-type: none"> <li>• <i>consider the way in which you offer comfort to a distressed learner</i></li> <li>• <i>Make sure that the physical contact is what the learner wants. It might be appropriate to hold a learners hand if s/he is distressed – ask them first</i></li> <li>• <i>always tell a colleague when and how you offered comfort to a distressed person</i></li> <li>• <i>record situations which may give rise to concern.</i></li> <li>• <i>Don't give someone a hug because it would make <u>you</u> feel better if you did</i></li> </ul>
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## **CARE, CONTROL AND PHYSICAL INTERVENTION**

<p>There may be occasions where it is necessary for staff to restrain a student to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the learner.</p> <p>Whilst the college does not expect you to physically intervene with learners, we recognise that some staff will feel they have no option in certain situations. This should happen only in the most extreme and unusual occasions. You should be aware that any such physical intervention could be open to challenge and must only be at a minimum level of restraint.</p> <p>Under no circumstances should physical force be used as a form of punishment. You should have regard to the health and safety of themselves and others.</p>	<p><i>This means that you should:</i></p> <ul style="list-style-type: none"> <li>• <i>always seek to defuse situations using strategies other than physical interventions</i></li> <li>• <i>always use minimum force for the shortest period necessary – preferably with assistance from a colleague.</i></li> <li>• <i>Understand that the college will support you if you have to physically intervene to stop a learner harming him/herself or others- if you have used minimum reasonable restraint</i></li> <li>• <i>Understand that the college will take action against you if you have acted unprofessionally, or used force to punish a learner or used unnecessary force.</i></li> </ul>
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The use of unwarranted physical force is likely to constitute a criminal offence.

Where an employee has taken action to physically restrain a learner they should make a written report of the incident to their line manager.

## POSITIVE BEHAVIOUR MANAGEMENT

All learners have a right to be treated with respect and dignity. Our recommended approach is based on strong evidence which shows that the encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focussing on unacceptable actions and trying to minimise them through use of sanctions and penalties.

You should not use any form of degrading treatment to punish someone. The use of humour can help to defuse a situation but the use of sarcasm, demeaning or insensitive comments towards learners is not acceptable in any situation.

*How we do this is dependent on the individual's or group's accomplishment. Therefore, rewards and recognitions may take many different forms, from structured reward systems to a smile and a 'thank you'.*

*This means that you should:*

- *not use force as a form of punishment*
- *try to defuse situations before they escalate*
- *Use the tutorial process and Disciplinary Procedures to manage behaviours and to bring about change*

## ONE TO ONE SITUATIONS

If you are working in one to one situations with children and young people you may be more vulnerable to allegations.

*This means that you should:*

- *avoid meetings with learners in remote or secluded areas of college*
- *ensure there is visual access and/or an open door in one to one situations*
- *inform other staff of the meeting 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 learner becomes distressed or angry to a senior colleague*
- *consider the needs and circumstances of the learner involved.*
- *consider carefully before giving students a lift in a car. In general, it isn't a good idea, however there could be circumstances where the greater risk would be NOT to give a student a lift. E.g. after a late return from a college trip, one learner has missed their last bus home.*

## WHISTLEBLOWING (DEREK TO FEEDBACK ON THIS)

Please follow the college's **<Whistle blowing procedures>**

<p>Whistle blowing is the mechanism by which staff can voice their concerns, without fear of repercussion. We have a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998.</p> <p>Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.</p>	<p><i>This means that you should:</i></p> <ul style="list-style-type: none"><li>• <i>report any behaviour by colleagues that raises concern.</i></li></ul>
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## ATTENDANCE

<p>Any deviance in core contracted hours must be agreed with your line manager.</p>	<p><b>Unauthorised Absence</b></p> <p><i>This is defined as any absence from work without the prior agreement of your line manager. This is regarded as serious misconduct and could result in disciplinary action. A deduction would be made from your salary for any unauthorised absence.</i></p> <p><b>Lateness</b></p> <p><i>You, or someone acting on your behalf, must notify your manager as soon as possible that you are going to be late. The time of your anticipated arrival should be given. Avoidable or persistent lateness is seen as gross misconduct and could result in disciplinary action being taken.</i></p> <p><b>Other Absence</b></p> <p><i>The College has flexible procedures in place for leave of absence other than for personal sickness (for example, maternity leave, paternity leave, compassionate leave, etc), and staff should familiarise themselves with this. Advice can also be sought from the Human Resources Team. If you need time off to attend to personal business (for example, visiting the doctor or dentist) you should try to arrange the appointment for a non-teaching period or a time in the day which causes least disruption. You should also obtain the prior agreement of your line manager.</i></p>
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## BULLYING AND HARASSMENT AND VICTIMISATION

<p>Kirklees College firmly believes that the dignity of all employees must be respected, that staff</p>	<p>There is a detailed <b>&lt;Dignity at Work Procedure&gt;</b> which all employees should</p>
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<p>should behave courteously and considerately towards those with whom they come into contact and that the College environment should be pleasant for all.</p> <p>The College is firmly opposed to any form of discrimination based on these human attributes or values and is committed to appropriate positive action.</p>	<p>familiarise themselves with.</p> <p>This can be obtained from the HR team, and is also available on the Portal</p>
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