

Fiveways School

Code of Conduct Policy



Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual Review	February 2024	Swavek Nowakiewicz	2025

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver		12.07.24
Head Teacher	Swavek Nowakiewicz		12.07.24

Details of Policy Updates

Date	Details
08/03/2022	Update to reflect new low level concern guidance.
12.12.23	Updated DSL details, vision statement, New wording section 9 Physical Contact.
12.07.24	Facilitated Conversation section 15 and appendix added

Code of Conduct Policy for Staff, Governors, Volunteers & Visitors

School Vision

Vision (what and why)

Our vision is to provide a happy and secure learning environment, rich in stimulation and challenge to ensure all members of the school community can grow in self-esteem and develop to their full potential.

Our vision is underpinned by motto:

‘What does a good life look like for me now and in the future’.

Missions (how)

- By facilitating and promoting the development of happy, confident and enthusiastic life-long learners
- By guiding, supporting and inspiring every child and adult to fulfil their potential
- By developing a culture of inclusion and diversity
- By adopting a values-led approach to all aspects of school life
- By delivering an exciting and engaging curriculum
- By promoting high aspirations and ambitions for future success
- By working collaboratively with our parents and the local community ensuring all children achieve the best possible outcomes.
- By maintaining a focus on maintaining the mental health and well-being of children and adults

Our Core Values

Empathy towards others and a care for the wider community

Fiveways School is a community where everybody is welcomed, and no one should feel alone.

Respect

We show respect for everyone and care about our school environment.

High expectations

We set high standards of learning and care and celebrate even the smallest achievements of every pupil.

Partnership and teamwork

We value the partnership which exists between our school, our parents, our community, and the part we all play in realising our vision.

Excellence and enjoyment

We are committed to providing the best education experiences for all pupils within a caring, and kind atmosphere.

Ambitious for all

In all we do, we aim to instil in all our pupils an awareness of their own strengths, abilities, talents, and responsibilities so that they can become as independent as possible in the world in which they live.

1. Introduction

The school's reputation and the trust and confidence of the community in its integrity are of vital importance.

This policy aims to describe the standards of conduct that we expect all staff to follow in carrying out their day-to-day responsibilities in accordance with legal requirements placed upon them and any policies adopted by Fiveways School.

This policy uses the generic term 'all staff' to include Staff, Governors, Volunteers (including all students on work placements) and Visitors.

All staff at Fiveways School are expected to adhere to the Code of Conduct at all times, ensuring that our school is an environment where everyone is safe, happy and treated with respect.

All staff have a crucial role to play in shaping the lives of children and young people and have a unique opportunity to interact with them in ways that are both affirming and inspiring. Staff have an influential position in the school and will act as role models for pupils by consistently demonstrating high standards of behaviour.

This code of conduct has been produced to help staff establish the safest possible learning and working environments, both within the immediate school community, and more widely, ensuring that a courteous and professional approach is presented beyond the school gates in order to enhance the reputation of the school.

The aims are to safeguard children and young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

We expect all staff to act with personal and professional integrity, respecting the safety and wellbeing of others.

This Code of Conduct refers to and should be read alongside other policies and guidance at Fiveways School including:

- a. Safeguarding Child Protection Policy
- b. Safeguarding Adult Protection Policy
- c. KCSIE Keeping Children Safe in Education
- d. Behaviour Policy (including Positive Handling and Restrictive Physical Intervention)
- e. Health and Safety Policy
- f. Staff Handbook
- g. Equality and Respect Policy
- h. Supporting Pupils with Medical Needs Policy
- i. Online Safety Acceptable Use Agreement
- j. Whistleblowing Policy

This Code of Conduct Policy draws on and references the following DfE & SSE documents: -

1. Keeping Children Safe in Education (2023)
2. Working Together to Safeguard Children (2019)
3. Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings

(previously DSCF-2016)

4. Guidance for Schools Vol 1:15 – Code of Conduct

All adults working in Fiveways School should know the name of the Designated Safeguarding Lead in the school, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people. All new staff to Fiveways School receive basic Child Protection awareness training as part of the Schools Safer Recruitment and Induction Process.

Designated Safeguarding Lead: Mr. Swavek Nowakiewicz (Headteacher)

Deputy Designated Safeguarding Lead: Mrs S. Ensor (Deputy Headteacher)

Deputy Designated Safeguarding Lead: Mr. James Holgate (Assistant Headteacher)

Deputy Designated Safeguarding Lead: Mrs Naomi Austin (Assistant Headteacher)

Deputy Designated Safeguarding Lead: Mrs C Baker (Safeguarding Officer)

Deputy Designated Safeguarding Lead: Mrs P. Parkes (School Nurse)

Designated Teacher for Children Looked After: Mrs Kirstie Kerr (SENcO)

Designated Teacher for PREVENT: Mr. Swavek Nowakiewicz

Designated Child Exploitation lead: Mrs Ensor

2. Basic Principles

All individuals involved with Fiveways School are entitled to learn, teach and work within a non-threatening and supportive environment in which the development of self-esteem and confidence is enhanced. We regard equality and diversity as a fundamental enabler to our school ethos and aims. We expect each and every person to play their part. We want everyone in the school community to be proud of who and what they are, and of their school community.

Anyone entering the school premises has a right to be treated with dignity and to be free from all forms of harassment. Everybody at the school must ensure that their own conduct does not amount to harassment, have the moral courage to challenge inappropriate behaviour and report any incidents to the head teacher or higher if deemed necessary

- a. The child's welfare is paramount.
- b. Staff working in Fiveways School are responsible for their own actions and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions and do not put the reputation of the school into question. These actions extend beyond the physical boundaries of the school premises as staff represent the school within all settings (including social media platforms).
- c. Staff working in Fiveways School must work and be seen to work in an open and transparent way.
- d. Staff must maintain high standards in their attendance and punctuality
- e. Never use inappropriate or offensive language in school
- f. Treat pupils and others with dignity and respect, behaving in a mature, respectful, safe, fair and considered manner. For example: not be sarcastic and not making remarks or 'jokes' to pupils or staff of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
- g. Show tolerance and respect for the rights of others (refer also Zero Tolerance Statement displayed in reception area along with Safeguarding leaflet for all Visitors)
- h. Staff should apply the same professional standards regardless of gender or sexuality.
- i. 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

- j. Not discriminate favorably or unfavorably towards any pupil. For example, treating all students equally, never building 'special' relationships or conferring favour on particular pupils.
- k. Not give or receive (other than token) gifts unless arranged through the school. (See Financial Procedures).
- l. Staff should discuss and/or take advice promptly from a senior member of staff about any incident which could give rise for concern. Any incidents should be handled promptly and sensitively.
- m. A record should be kept of any such incident and of decisions made and further actions agreed, in accordance with school record keeping policy.
- n. Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

3. Safeguarding

Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, and neglect.

Staff will familiarise themselves with our Safeguarding Child Protection and Safeguarding Adults Policies and procedures, and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.

All staff must: -

- a. Ensure that relationships with pupils remain on a professional footing. (more guidance on this is set out in the Guidance for Safe Practice and the school's Positive Handling Policy referred to above in section 1).
- b. Not behave in a way that could lead a reasonable observer to question conduct, motives, intentions or suitability to care for other people's children.
- c. Not make arrangements to contact, communicate or meet with pupils outside work (this includes use of email, text and other messaging systems) except in the use of the school website and formal care / respite arrangements agreed with parents and carers provided the information contained in this policy in terms of professional confidentiality and expectations and the use of phones/ICT/social media are adhered to at all times.
- d. Not develop 'personal' or sexual relationships with pupils. Particular attention is drawn to the provisions of the Sexual Offences Act 2003 which creates a new criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child or causes or incites that child to engage in or watch sexual activity).

4. Low-level concerns about members of staff

A low-level concern is a behaviour towards a child by a member of staff that does not meet the harms threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:

- Being over-friendly with children
- Having favourites
- Taking photographs of children on a personal device
- Engaging in one-to-one activities where they can't easily be seen
- Using inappropriate language

Low-level concerns can include inappropriate conduct inside and outside of work.

All staff should share any low-level concerns they have using the reporting procedures set out in our child protection and safeguarding policy. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

All reports will be handled in a responsive, sensitive and proportionate way. Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

This creates and embeds a culture of openness, trust and transparency in which our values and expected behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse. Reporting and responding to low-level concerns is covered in more detail in our Child Protection and Safeguarding Policy and Managing Allegations Policy. Those are available in the staff room, school share drive and the school website;

<https://www.fivewayschool.co.uk/wp-content/uploads/2023/05/Managing-Allegations-and-Disciplinary-Procedure-Policy.pdf>

5. Confidentiality

Staff may be privy to information, which is confidential, personal or sensitive. Any express or implied responsibility to keep information confidential must be respected by staff. Confidential information about a child, young person, member of staff or any other confidential aspect of your work must never be used casually in conversation, via social networking sites or shared with any person, other than on an essential need to know basis.

In circumstances where the child's identity does not need to be disclosed information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities e.g. Designated Safeguarding Lead

If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be responded to with "No Comment" and must be immediately passed to the Head Teacher.

This means that staff:

- a. Are expected to treat information they receive about children and young people in a discreet and confidential manner.
- b. If in any doubt about sharing information they hold, or which has been requested of them, should seek advice from a senior member of staff.
- c. Need to be cautious when passing information to others about a child/young person, especially when carry out respite care for any pupil.

Post-Employment

The duty of fidelity which each employee owes to the school and which requires an employee to act in an honest fashion and not in a manner which will harm the school, will continue following the end of the employee's employment. For example, even though they are no longer employed by the school, a former employee must not disclose confidential information which belongs to the school.

Certain employees may have access to intellectual property (such as copyright and materials which belong to the school). An employee might even have contributed to the creation of that intellectual property during a period of employment. However, where part or whole of that property belongs to the school it cannot be used by a former employee for any purpose without the agreement of the school as appropriate.

6. Honesty and integrity

Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with pupils, handling money, claiming expenses and using school property and facilities.

Staff will not accept bribes. Gifts that are worth more than £10 must be declared and recorded on the gifts and hospitality register.

Staff will ensure that all information given to the school is correct. This should include:

- Background information (including any past or current investigations/cautions related to conduct outside of school)
- Qualifications
- Professional experience

Where there are any updates to the information provided to the school, the member of staff will advise the school as such as soon as reasonably practicable. Consideration will then be given to the nature and circumstances of the matter and whether this may have an impact on the member of staff's employment.

7. Staff or Volunteers working with Pupils Out-of-School hours

and employed for: Respite Care, under the Direct Payments Scheme, through Somerset Supporters or on any other basis (also see Staff Handbook for further advice)

Staff and Volunteers employed by parents/carers to work with pupils outside of school **MUST:**

- a. adhere to the same levels of confidentiality concerning school matters and maintain professional boundaries between the two roles at all times.
- b. seek advice from the Headteacher if there is any conflict of interest or difficulty in carrying out the respite care of any pupil.
- c. inform the Headteacher immediately of any **safeguarding concerns**.
- d. adhere to the requirements of the schools' Online Safety Acceptable Use Agreement in relation to the taking of photographs outside of school, the use of social media and the **posting, copying and sharing of photographs**.

8. Dress Code and Appearance

A person's dress and appearance are a matter of personal choice and self-expression. However, staff should consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Staff at Fiveways School should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

This means that adults should wear clothing which:

- a. Promotes a positive and professional image.
- b. Is appropriate to their role.
- c. Is not likely to be viewed as offensive, revealing, or sexually provocative, therefore should not be overly revealing. So especially in hot weather to not wear 'spaghetti' straps or low cut tops (which show/reveal underwear), bare midriffs, short skirts or 'short' shorts
- d. Does not distract, cause embarrassment or give rise to misunderstanding.
- e. Is absent of any political, offensive or otherwise contentious slogans.
- f. Is not considered to be discriminatory.

9. Physical Contact

Reference should be made to Schools Behaviour Policy: Section 6 Positive Handling and Restrictive Intervention

The behaviour policy and guidance acknowledges that all Fiveways School staff are responsible for the education of pupils, some of whom may require support in managing behaviours which could be described as challenging. There is a clear need for staff to be advised and supported, by school and the Local Authority (LA), and given complete reassurance that any actions in accordance with this policy will receive unequivocal support. Physical interventions referred to in this guidance may only be used by Team Teach trained staff. Definitions, guidelines and training of the Team Teach physical interventions are available from the team of Team Teach tutors who work within the school. Staff at Fiveways School are trained in the use of Team Teach physical interventions and receive updates in line with Team Teach principles.

Staff must acknowledge that the starting point for physical intervention should be that all other strategies have failed, and the use of Restrictive Physical Intervention is an absolute last resort to support a pupil in need.

Restrictive Physical Intervention is the term used by the DfE to include interventions where bodily contact using force is used. The use of any Restrictive Physical Intervention will only be considered as a last resort, and in ways that will maintain safety and dignity of all concerned. A record is kept of current Team Teach physical interventions by the school.

All Restrictive Physical interventions will be in the best interest of the child and every effort will be made in seeking to avoid injury. However, injury is possible and this can be a regrettable and infrequent side effect.

This policy applies to the use of restrictive physical interventions. However, it is important to recognise the significance and the place physical contact has at Fiveways. Physical contact can and should be used positively as an act of care and to reinforce relationships. It should also be used to support pupils in their learning where appropriate (**Appendix 7**).

All members of school staff have a legal power to use reasonable force (Use of Force Guidance July 2013).

Only adults trained in the use of Team Teach approaches are authorised to use "reasonable force". There is no legal definition of "reasonable force" but use of force is regarded as reasonable to prevent

- Self-harming or being self-injurious
- Causing injury to other children, adults or staff
- Committing a criminal offence
- Causing serious damage to property
- Engaging in extreme behaviour which is prejudicial to maintaining good order and discipline in school

Only the *minimum force* for the minimum time necessary to prevent injury or damage should be applied when *danger is immediate*. It must be shown that any RPI was in the best interest of the pupil, reasonable, necessary and proportionate to the circumstances of the incident and that every possible step was taken to de-escalate the situation. Staff will not be required/advised to carry out any form of restrictive physical intervention which will put themselves at risk.

Restrictive physical intervention (RPI) should not have punishment or the idea of controlling a child as its central aim but rather the need to support, demonstrate care and as part of a planned intervention

with the long term aim of helping pupils develop skills which will make physical intervention less likely in the future. The school carries the notion "I care enough about you to not let you be out of control". RPI may be used in immediate crisis situations but must be reported to a member of the Senior Management Team as soon as possible and review the support used before seeking to update or write into a Learning Support Plan. Staff should be aware that some pupils enjoy physical contact or restraint or that physical intervention may escalate the behaviour or situation, particularly for pupils who are touch sensitive or dislike close physical contact (for these pupils physical intervention may not be appropriate). A debrief with the pupil following the RPI is essential.

Fiveways follows Team-Teach techniques which seek to avoid injury to the pupil, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

10. Transporting Children

In certain situations, e.g. out-of-school activities, staff may agree to transport children. A designated member of staff (Visit Leader) should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. Staff must carry out and record Mini Bus Checks before each outing.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

This means that staff should:

- a. Plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements.
- b. Ensure that they are alone with a child for the minimum time possible.
- c. Be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer.
- d. Report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures.
- e. Ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety.
- f. Appropriate risk assessments are considered.
- g. Formally report any issues/need for repairs using the Defect Record Books contained in each Mini Bus Folder.

11. Educational Visits, After School Clubs and Activity days

Staff should refer to the Off Site Visits and Activities Policy (available on the school website or from the Office) and seek further guidance from the LA guidelines on External Visits (web link can be found on EEC: External Visits Management) for detailed guidance on safeguarding during visits.

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting, after-school activity or holiday activity schemes.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

This means that staff should:

- a. Always have another adult present in out of school activities, unless otherwise agreed with the Head teacher or the Partnership Activity Leader as appropriate.
- b. Undertake a risk assessment.
- c. Have parental consent to the activity.
- d. Ensure that their behaviour remains professional at all times.

12. Intimate Care – See ‘Treating’ Section of Behaviour Policy

All children have a right to safety, privacy and dignity when contact of an intimate nature is required for example, assisting with toileting or removing wet/soiled clothing.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child.

In addition, the views / emotional responses of children with special educational needs, regardless of age and ability must be considered in reviews of these arrangements.

This means that adults should:

- a. Consult with colleagues where any variation from agreed procedure or care plan is necessary.
- b. Record the justification for any variations to the agreed procedure or care plan and share this information with parents/carers.

13. Photography, Videos, Creative Arts and ICT

Staff and volunteers MUST be aware of and have signed the ‘Online Safety Acceptable Use Agreement’

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes and careful consideration should be given as to how these activities are organised and undertaken.

Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place. Children who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment. Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.

Use of images of pupils for **all purposes** must be in line with school permissions and consent from parents/carers. Images should not be displayed on websites, in publications or in a public place without such consent.

It is recommended that when using a photograph, the following guidance should be followed:

- a. If the photograph is used, avoid naming the pupil. If the pupil is named, avoid using their photograph.
- b. Images should be securely stored and used only by those authorised to do so.
- c. Schools should establish whether the image will be retained for further use and for how long.

Under **no circumstances** should staff use their personal mobile phone or equipment or have it on their person, during work contact time. The only exception to this is offsite visits where the restricted use of mobile phones will be permitted in accordance with the schools Offsite Visits and Activities Policy.

Under **no circumstances** should staff take photographs or videos of pupils on their personal mobile phone or video camera during school hours.

Social Networking sites e.g. Facebook, Instagram, X, **MUST NOT** be accessed on the school network for anything other than school purposes. Public comments on such networking sites that may be detrimental to the school will result in possible disciplinary procedures.

Staff will not use technology in school to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content.

Staff will not use school equipment for personal use in school hours.

We have the right to monitor emails and internet use on the school IT system.

14. Whistleblowing - See Whistleblowing Policy

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Fiveways School has a clear and accessible Whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998.

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 pupils may be at risk.

All adults working in education settings should know the name of the school's designated senior child protection officer, or the equivalent individual, and know and follow relevant child protection policy and procedures. All staff have a duty to report any child protection concerns to their Designated Safeguarding Lead.

15. Facilitated Conversation

See appendix 1

Fiveways is committed to promoting and nurturing a positive working environment with good working relationships where people are treated with mutual respect. We recognise that disagreement /conflict in the workplace occurs from time to time. When it does, we wish to support staff to work together to

resolve any issues which have not been successfully resolved through prior collective attempt. A facilitated conversation is aimed at securing constructive and lasting solutions to workplace disputes, conflicts and complaints.

16. Reference Documents & websites

- Keeping Children Safe in Education 2023
- Working Together to Safeguard Children
- Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings *(previously DSCF-2016)*
- Guidance for Schools Vol 1:15 – Code of Conduct
- School Policies – see school website www.fivewayschool.com
- Somerset Safeguarding Children Board www.SSCB.safeguardingsomerset.org.uk
(Website has a tab linked to Safeguarding Adults)

I understand that if I fail to comply with this Code of Conduct Policy, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors and / or the Local Authority, in the case of a serious breach could result in dismissal and in the event of illegal activities the involvement of the Police.

I have read, understand and agree to comply with this policy.

Name - Please Print

Signed

Date

Facilitated Conversation

Introduction

Fiveways is committed to promoting and nurturing a positive working environment with good working relationships where people are treated with mutual respect. We recognise that disagreement / conflict in the workplace occurs from time to time. When it does, we wish to support staff to work together to resolve any issues which have not been successfully resolved through prior collective attempt.

A Facilitated Conversation is aimed at securing constructive and lasting solutions to workplace disputes, conflicts and complaints.

Process

A facilitated conversation is designed to address issues at a formative stage to help prevent issues becoming more deep-seated and escalating to a more formal process. It uses the principles of mediation to support productive dialogue between two parties.

A facilitated conversation is considered an early intervention for a situation where an individual may be trying to resolve a problem but cannot quite work out the best way to move forward for all parties. The facilitator will be able to support and help focus a discussion between the parties to move forward.

The process is designed to approach any issues positively and constructively. The facilitators' role is to support conversation, be impartial and neutral; guiding parties to agree solutions and actions.

Stages of Facilitated conversations

Pre-meeting

Individuals being support will have a meeting with the facilitator prior to the Facilitated conversation (these will be held separately). These meetings will help identify concerns, discuss the process and offer the opportunity to clarify any misunderstandings.

The facilitator will take notes to help support the joint conversation.

Facilitated Conversation

The facilitated conversation brings both parties together.

1. The facilitator outlines the expectations

- Mutual respect shown
- Listening to each other
- Taking turn to speak without interruption
- Collectively agree outcomes / actions

2. The Facilitator outlines a summary of the disagreement / challenge / conflict / event.

3. The Facilitator asks parties to share from their perspective (in turn)

During which they outline what the issues are and the impact on them.

4. The facilitator will summarise when both have finished talking and ask, if necessary, the impact/consequences on both parties.

5. The facilitator will then draw parties towards problem solving. Through revisiting key issues, the facilitator will support parties to reach agreed outcomes / actions.

6. The facilitator will thank each person for their contributions.

7. The facilitator will provide an email summary of the Facilitated conversation and highlight the actions / outcomes.