Malden Oaks
School & Tuition service

Making the MOST of everyday

Staff Code of Conduct

Status	Statutory
Review Frequency	Annual
Last Reviewed	Autumn 2026
Next Review Due	Autumn 2027
Responsible for review	Headteacher
Approval by	Management Committee

In developing and reviewing this policy, the school has had regard to the following legislation and guidance, together with other relevant considerations:

Legislation	• The School Staffing (England) Regulations 2009
Official Guidance	• Teachers' Standards • Political impartiality in schools - GOV.UK • Promoting and Protecting the Rights of LGBT+ People Programme summary 2022 to 2023 - GOV.UK

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1. Aims, scope and principles

This policy aims to set and maintain standards of conduct that we expect all staff to follow. Its principles are also applicable to members of the Management Committee.

By creating this policy, we aim to ensure our school is an environment where everyone is safe, happy and treated with respect.

Many of the principles in this code of conduct are based on the Teachers' Standards.

School staff have an influential position in the school and will act as role models for students by consistently demonstrating high standards of behaviour.

We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards.

We expect all support staff, Management Committee Members, and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the school and its staff and students.

2. Legislation and guidance

We are required to establish procedures for the regulation of staff conduct under regulation 7 of The School Staffing (England) Regulations 2009.

In line with the statutory safeguarding guidance in the most recent version of Keeping Children Safe in Education, we should have a staff code of conduct, which should cover low-level concerns, allegations against staff and whistle-blowing, as well as acceptable use of technologies (including the use of mobile devices), staff/student relationships and communications, including the use of social media.

3. Reporting

Staff have a duty to use the following means of reporting:

To declare an interest, as soon as it applies, use the Declaration of Interest form

To report that you, or another adult have breached the staff code of conduct, use this form: Low Level Log

For serious/urgent concerns about a member of staff, contact the Headteacher immediately by phone.

For concerns about the Headteacher, contact the chair of the Management Committee mc-chair@maldenoaks.org

To report that you have received a gift from a student, parent, or member of staff that you line manage, use this form Gifts declaration

4. General obligations

Staff set an example to students. They will:

- Maintain high standards in their attendance and punctuality
- Never use inappropriate, discriminatory, or offensive language in school. This includes within staff areas.
- Treat students and others with dignity and respect, including using their correct names and pronouns, even when the person is not present.
- Show tolerance and respect for the rights of others, encouraging students to do the same
- 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
- Not express personal beliefs in a way that exploits students' vulnerability or might lead them to break the law
- Understand the statutory frameworks they must act within
- Adhere to relevant professional standards such as the Teachers' Standards

5. Safeguarding

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

Staff will familiarise themselves with our child protection and safeguarding policy and procedures, and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.

Our child protection and safeguarding policy and procedures are available in the policies section of our school website.

5.1. Low-level concerns about adults

A low-level concern is a behaviour towards a student by an adult that does not meet the harm threshold, but is inconsistent with the staff code of conduct. It may be as simple as causing a sense of unease or a 'nagging doubt'.

For example, low-level concerns may include:

- Being over-friendly with students
- Having favourites
- Taking photographs of students on a personal device

- Engaging in 1-to-1 activities where they can't easily be seen
- Humiliating students

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 adult 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. This is available in the policies section of our school website.

Our procedures for dealing with allegations will be applied with common sense and judgement.

5.2. Whistleblowing

Whistleblowing reports wrongdoing that it is "in the public interest" to report. Examples include:

- Students' or staff's health and safety being put in danger
- Failure to comply with a legal obligation or statutory requirement
- Attempts to cover up the above, or any other wrongdoing in the public interest

Staff are encouraged to report suspected wrongdoing as soon as possible. Their concerns will be taken seriously and investigated, and their confidentiality will be respected.

Staff should consider the examples above when deciding whether their concern is of a whistleblowing nature. Consider whether the incident(s) was illegal, breached statutory or school procedures, put people in danger or was an attempt to cover any such activity up.

Staff should report their concern to the Headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the Chair of the Management Committee.

Concerns should be made in writing wherever possible. They should include names of those committing wrongdoing, dates, places and as much evidence and context as possible. Staff raising a concern should also include details of any personal interest in the matter.

For our school's detailed whistleblowing process, please refer to our whistleblowing policy.

6. Staff-student relationships

Staff will observe proper boundaries with students that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

When staff members and students spend time on a one-to-one basis, staff will ensure that:

- This takes place in a room/venue that others can access

- Others can see in to the room
- A colleague or line manager knows this is taking place, or it is available to view on the timetable

Staff must avoid contact with students outside of school hours.

Personal contact details should not be exchanged between staff and students. This includes social media profiles.

Many students and their parents may wish to give gifts to staff, for example, at the end of the school year. If these are for the whole staff they do not need to be declared. Only gifts to individual staff members need to be declared

Gifts from staff to students are not acceptable, this includes bringing in food to share e.g. a birthday cake.

Staff must not undertake any private work with any Malden Oaks students or members of their family or household. This includes tutoring, babysitting, housesitting, or other work whether paid or unpaid.

If a staff member is concerned at any point that an interaction between themselves and a student may be misinterpreted, or if a staff member is concerned at any point about a fellow staff member and a student, this should be reported in line with the procedures set out in our child protection and safeguarding policy. This will either involve completing a low level log OR reporting directly to the Headteacher.

For a more detailed consideration of Staff-Student relationships, please see 'relational practice at Malden Oaks' at the end of this document.

Talking about politics (added September 2026)

Teachers can and indeed should, talk about upholding and promoting human rights which includes all aspects of equality. This is very clear. What teachers should not do is encourage students to support any specific political party or pressure group. But groups that promote equality are not political groups. As an example, staff should not wear a T-shirt in school that says 'Vote Green' on it. But they can wear a rainbow lanyard. One is promoting a political party, the other is promoting equality and human rights, which are part of the teachers' standards. Some useful links:

Political impartiality guidance for schools – what you need to know - summary
Political impartiality in schools - GOV.UK - full document
Promoting and Protecting the Rights of LGBT+ People Programme summary 2022 to 2023 - GOV.UK

7. Staff-Staff relationships

General conduct/communication

Staff are expected to behave in a courteous and respectful manner towards other members of staff.

Malden Oaks is an inclusive school and so, while members of staff may hold their own opinions or beliefs, they are expected to uphold the school's ethos and welcoming environment when interacting with others.

Staff that have concerns regarding another member of staff's conduct towards them should refer to the relevant policies: **Dignity at work** and/or **Bullying and harassment.**

Open and transparent communication should prevent situations from escalating. Staff are encouraged to always speak face to face with colleagues whenever possible and to avoid the use of email except to record action points. Staff have a duty to use all available forms of communication such as the calendar, to ensure that they are fully aware of events and deadlines.

Personal relationships

All staff are expected to declare any personal or business relationship that they may have with any other member of staff at Malden Oaks as part of their regular declaration of conflicts of interest (see below) . This is to ensure that there is no actual or perceived bias within line management, appraisal, disciplinary, or other processes.

Whilst there is no general prohibition on members of staff being related to each other, living in the same house, or pursuing romantic relationships, these must always be declared as soon as the situation is known about. The school's policy is that where such an interest exists, no direct line management relationship will exist between those two people. This is due to the imbalance of power inherent in such a relationship, and the potential for abuse. Alternative arrangements will be made in regards to any decision-making that would normally be undertaken by a senior member of staff who has a personal relationship with another member of staff e.g. in regards to pay decisions, any ongoing procedures or any other matter involving the exercise of judgement.

Gifts to and from line managers

To avoid any perceptions of bias, gifts should generally not be given to line managers by those they are responsible for. Any gifts received by a line manager should be declared.

Small gifts from line managers to other staff (for example, giving out chocolates for Christmas) are acceptable provided that this is done equally to all staff that they are responsible for, to avoid any perception of favouritism. Gifts must not be dependent on any particular attendance or performance by staff. Such gifts are optional - there is no expectation for line managers to give gifts. Similarly, gifts may not be claimed on expenses.

8. Communication and social media

School staff's social media profiles should not be available to students. If they have a personal profile on social media sites, they should not use their full name, as students may be able to find them. Staff should consider using a first and middle name instead, and set public profiles to private.

Staff should not attempt to contact students or their parents via social media, or any other means outside school, in order to develop any sort of relationship. They will not make any efforts to find students' or parents' social media profiles.

Staff will ensure that they do not post any images online that identify children who are students at the school.

Staff should be aware of the school's online safety policy.

9. Acceptable use of technology

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 personal mobile phones and laptops, or school equipment for personal use, during lessons or in front of students. Staff may use their mobile phones to take pictures of student work or **unidentifiable** pictures of students e.g their hands/ back of head etc for use on the school Instagram

or for other school purposes. The photo should be deleted from the phone as soon as the picture is uploaded to Instagram/ school computer and by no later than the end of that day.

Staff who regularly need to use a mobile phone/camera in the course of their work will be provided with a work device for this purpose. Staff should never use their personal phone to message parents or students, but may make phonecalls providing that the number is withheld.

If students access an alternative/activity provider, or visitors run an activity on the school premises, the provider must be instructed not to take photos of students on their phone/device.

Staff may email students and parents using the Edulink system (never a personal account), but should always limit these emails to brief, factual information. Emails should be sent during daytime hours - between 8am and 6pm. If writing an email outside of these hours, you should use the schedule function to send it at a different time.

The Headteacher and Chair of the Management Committee have the right to monitor emails and internet use on the school IT system.

Use of AI tools

Staff will treat AI tools as they would any other system

They will not enter information into an AI tool if:

- They are not sure if it meets the legal requirements of a data processor
- They don't have the data subject's permission to do so

For example, they will not

- Use AI tools to write anything that contains students' names
- Enter sensitive data into an AI tool to help plan a safeguarding report
- Use pictures of students' as part of a prompt for image-generating AI tools

Use of Passwords

Staff have a responsibility to use secure passwords on all devices/platforms. This means that it:

- Has 12 Characters, Minimum
- Includes Numbers, Symbols, Capital Letters, and Lower-Case Letters
- Isn't a Dictionary Word or Combination of Dictionary Words
- Doesn't rely on obvious substitutions
- Shouldn't be used elsewhere

10. Films, videos, and music

All media played in lessons must be appropriate to the students' age and stage of development, and staff should ensure that they have the relevant copyright licence/permissions (where applicable) to use any media. Note that there is a general exception to most copyright restrictions where the work is used for educational purposes.

10.1. Films

Teachers may sometimes wish to use extracts from films to enhance curriculum learning. It is rarely appropriate to show an entire film, but there may be exceptions. Regardless of the length of the extract being shown:

- Films must never be used as rewards, they are only to be used as an integral part of learning
- U and PG films may be shown to all students.
- 12 and 15 films can be shown to students who are at least 12 and 15 years old respectively. However, just because a film has this certificate, it does not mean that it is suitable. The onus is still on the teacher to check its suitability. For example, some older films may include language that is racist, misogynistic, or other content that would not be acceptable if the film were to be classified today, such as the use of the 'n' word.
- If a student in the class is close to the age e.g. an 11 year old in a year 7 class or a 14 year old in a year 10 class, then there may be a justified educational purpose in showing a film that has a 12 or a 15 certificate.
  However, the member of staff must obtain the approval of the Head of School, who will then obtain the written consent of the parent involved.
- This only applies when students are within a year of the age classification concerned e.g. approval would not be given for a 13 year old to watch a 15 certificate film.
- It is vital to make sure that any students watching any films are not likely to suffer any ill effects as a result of seeing the films concerned.
- No 18 films are to be shown in school, even to students who may all be over 18.

Certificates for films are issued by the BBFC.

10.2. Videos

For videos without a BBFC certificate (e.g. online videos, or foreign-language films imported to the UK), teachers should ensure that they have watched the entire video to ensure that it is suitable before using it in a lesson.

10.3. Background Music

Some staff may wish to play background music in the classroom. This is not generally encouraged as it can be distracting and students need to be able to concentrate without background music when they sit formal assessments. If a teacher decides to play background music, the following applies:

- This should not be routine, for the reasons stated above, so that students do learn to concentrate in a silent environment
- The volume should be suitable for 'background' music. The teacher and students must be able to communicate with each other at a normal speaking volume
- Music must never be used as a reward
- The teacher must retain full control over what is played, when it is played, and the volume at which it is played.
- Students must never be given physical control of a device playing music
- Staff should only play music that they have listened to in advance themselves and are confident doesn't include any inappropriate or offensive lyrics.

11. Confidentiality

In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, students, and their parents.

This information should never be:

- Disclosed to anyone unless required by law or with consent from the relevant party or parties
- Used to humiliate, embarrass or blackmail others
- Used for a purpose other than what it was collected and intended for

This does not overrule staff's duty to report safeguarding concerns to the appropriate channel where staff believe a child has been harmed or is at risk of harm, as detailed further in our child protection and safeguarding policy.

Staff must never make comments to students about other students or members of staff. For example, if a member of staff is absent, no reason should be given to students, they should just be told that they are not in school that day.

12. Honesty and integrity

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

Staff will not accept bribes. All gifts made to individual staff must be declared and recorded on the gifts and hospitality register. This is done by completing the one line form: Gifts declaration

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
- Any other work undertaken, whether paid or voluntary

Where there are any updates to the information provided to the school (including if the member of staff becomes aware that they are under investigation by the authorities or any regulatory body), the member of staff must 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.

Staff should ensure that they follow all rules and regulations relating to Public Examinations. Failure to do so would have serious consequences for the school and the member of staff concerned.

Likewise, keeping accurate attendance data is a legal requirement. Falsifying this, or any other data would breach this honesty and integrity expectation.

13. Dress code & personal belongings

Staff will dress in a professional, appropriate manner.

Outfits will be suitable for a work environment, not the beach. Flip flops will not be worn as they can lead to accidents.

Clothes will not display any offensive or political slogans. Staff's personal belongings and any information visible to students e.g. on bags/pencil cases will also not include offensive or inappropriate language or images.

14. Smoking, Vaping, Alcohol and Drugs

All school sites are no-smoking premises, both inside and outside. Any staff smoking/vaping off-site should take care to be some distance from the school and out of sight of any students. Staff must never lend or give any smoking/vaping paraphernalia to students.

No alcohol is to be consumed on school premises during school hours. Occasionally a staff social event may be held on a school site. In this case permission must be sought from both the Head of School/Site concerned and the Headteacher. All school staff social events will be fully inclusive - no private parties can be held.

If students attempt to engage staff in conversations about smoking, vaping, alcohol or drugs, these conversations should be shut down, unless they are relevant to the curriculum being taught. Staff should not share their own experiences of smoking, vaping, alcohol or drugs. Should these conversations raise concerns about individual students, the DSL must be informed. Students should also be advised that the conversation will be reported.

15. Staff meetings

Only formal calendared meetings can take place on school sites. The only exception to this is a meeting convened by a recognised union representative, in line with the relevant recognition agreement.

16. Social/Leaving events

Whole staff social events are organised by the Headteacher with support from other members of SLT. These are usually held at Christmas and at the end of the summer term. The school budget cannot be used for staff parties, so staff are asked to contribute to the cost, and the events may be subsidised by the Headteacher. Whilst attendance is optional, staff are warmly encouraged to attend these opportunities.

Provision teams may choose to organise their own social events - these should be approved by the Head of School and invitations issued to all. On occasions, staff may wish to invite others to join them for birthday drinks etc.and again, as long as these events are fully inclusive, the morning briefing and/or an email agreed with the Head of School can be used to communicate the arrangements. Any individual arrangements involving smaller numbers of staff should not be discussed in the workplace.

Due to the size of the whole staff team now, any arrangements for staff leaving will be organised by the Head of School. The only exception is for staff that are retiring, when the Headteacher will work alongside the appropriate Head of School to make the arrangements.

17. Transporting Students

In certain situations e.g. out of school activities, staff or volunteers may agree to transport students. We have a transport policy which must be followed.

This means that adults should:

- plan and agree arrangements with all parties in advance
- be aware that the safety and welfare of the student is their responsibility until this is safely passed over to a parent/carer
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures
- ensure that all arrangements are in place to ensure vehicle, passenger and driver safely

18. Conduct outside of work

Staff will not act in a way that would bring the school, or the teaching profession, into disrepute. This covers conduct including but not limited to relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the school, the Local Authority and other local schools on social or other media. No identifiable information should be provided to the press in any circumstances. Staff have an obligation to inform the headteacher if they are subject to a criminal investigation, or if they become aware of any allegations against them of criminal activity or professional misconduct.

19. Declaration of interests

Malden Oaks places a high level of trust in its staff and does not require comprehensive disclosure of all leisure and personal activities and interests. All employees must however declare any relevant interests which they consider could potentially give rise to a conflict, or might be perceived by the public to give rise to a conflict, with the School's interests and their work responsibilities. The main purpose of the declaration is to safeguard everyone from any misunderstanding, criticism or suspicion of wrongdoing, real or perceived.

What is a 'relevant' interest?

In short, any activity or interest in your personal life that provides scope for a public perception of a conflict with your work responsibilities is potentially a relevant interest, for example:

- Any additional employment.
  This includes working for another employer and/or any work that you do on a self-employed or consultancy basis;

- Any interest with an outside agency with whom the school deals.
  This includes any existing or potential suppliers as well as other agencies and organisations that the school does business with. In this context, an 'interest' would mean either a direct financial interest, for example being a director, business owner or employee, as well as being related to, or being friends with, individuals who own or work for such agencies;

- Personal relationships between those recruiting to, and those applying for, employment with the school;

- Membership of organisations or interest groups in the community, where you might be asked to provide advice or information based on your knowledge of the School;

- A personal relationship with a member of staff or their family, a student's family, a Management Committee member or anyone else closely associated with the school.

A 'personal relationship' includes being related to someone, being romantically involved with someone, sharing a house with someone, or any other relationship that could be deemed a conflict of interest.

All employees and Management Committee members must complete a declaration of interests form at least every 12 months. This will be routinely requested at the start of each academic year, and **it is everyone's duty to complete a declaration whenever they are aware of in-year changes.**

Staff declarations of interest forms will be kept securely by the School and will form the 'Register of Staff Interests'. The Register will be made available to the School's auditors, and other authorised officials.

20. Monitoring arrangements

This policy will be reviewed annually, but can be revised more often if needed. It will be approved by the full Management Committee

Our Management Committee will ensure this code of conduct is implemented effectively, and will ensure appropriate action is taken in a timely manner to safeguard children, ensure a welcoming working environment for staff, and deal with any concerns.

21. Links with other policies

This policy links with our policies on:

- Staff disciplinary procedures, which will be used if staff breach this code of conduct. It also sets out examples of what we will deem as misconduct and gross misconduct
- Staff grievance procedures
- Child protection and safeguarding
- Online safety
- Whistle-blowing

Appendix I

Relational practice at Malden Oaks

Why this matters

In our SEMH setting, relationships are the key to creating a therapeutic environment. Students need adults who are:

- Warm
- emotionally available
- consistent
- safe
- authentic

But relational practice is *not* the same as friendship.

When boundaries become blurred, students can:

- become emotionally dependent
- seek exclusivity
- struggle with authority
- misinterpret care as friendship
- become unsafe online or outside school
- experience inconsistent adult responses

Professional boundaries protect:

- the student
- the staff member
- the wider team
- the therapeutic culture of the school

The Balance

Helpful Relational Practice	**Unhelpful Boundary Blurring**
Being warm and approachable	Trying to be “liked”
Showing empathy	Rescuing or overprotecting
Using appropriate humour	Peer-style banter
Listening carefully	Becoming the student’s “main person”

Sharing limited relevant experiences	Oversharing personal life/problems
Encouraging trust	Keeping secrets
Consistent support	Special treatment/favouritism
Calm emotional presence	Emotional dependence
Appropriate encouragement	Seeking validation from students

"Friendly" vs "Friend"

Friendly adult

A student experiences you as:	**You:**
safe	maintain professional authority
calm	keep conversations purposeful
predictable	redirect inappropriate topics
emotionally regulated	work as part of a team
appropriately interested in them	maintain boundaries consistently
caring	

Friend-like adult

A young person may begin to experience you as:	**You may…**
emotionally exclusive	overshare
"different from other staff"	have a favourite
someone who bends rules	spend excess or unnecessary 1:1 time with a student
someone they must protect emotionally	have social-style conversations
someone they could contact outside expected boundaries e.g through social	have blurred humour/banter

media or at times they should be elsewhere, e.g a lesson	
	have difficulty saying “no”
	feel guilty or find it difficult when setting boundaries

Appropriate vs Inappropriate Self-Disclosure

Usually Appropriate	**Usually Inappropriate**
“I also found exams stressful at your age.”	Detailed relationship problems
Brief relatable experiences	Sharing trauma history
Limited humanising information	Discussing finances or mental health struggles
Purposeful encouragement	Seeking emotional support from students
Calm modelling of emotions	Venting frustrations to students

The Aim: “High warmth, clear boundaries.”

Students can experience:

- 🌳 care
- 🌳 humour
- 🌳 empathy
- 🌳 relational connection
- 🌳 emotional safety

without staff becoming:

- 🌳 peer-like
- 🌳 emotionally dependent
- 🌳 overly personal
- 🌳 rescuing
- 🌳 inconsistent

Key Takeaway

Relational practice is not about becoming part of a student's personal life.

It is about:

- 🌳 providing safe connection
- 🌳 modelling healthy relationships
- 🌳 maintaining emotional containment
- 🌳 being consistent and trustworthy
- 🌳 helping students experience secure professional relationships

The goal is high warmth, clear boundaries:

"I care about you deeply as a student — while still remaining your professional adult." We chose to do this job because we're people who care.

Reflective Questions for Staff

- a guide to thoughtfully building appropriate and meaningful attachments

Relationships

- What helps students feel emotionally safe with me?
- How do I build trust without becoming emotionally over-involved?
- Am I trying to be respected, liked, or both?

Communication

- Would I be comfortable if this conversation was overheard by colleagues or parents?
- Is this conversation meeting the student's needs or my own?
- Am I talking with the student or seeking emotional connection from the student?

Self-Disclosure

Before sharing personal information, ask:

- Why am I sharing this?
- Does it benefit the student?
- Is it age-appropriate?

- Would I share this in front of colleagues?
- Could this create emotional dependency or blurred boundaries?

Warning Signs

Reflect if you notice:

- a student seeking only you
- secretive interactions
- private jokes that isolate others
- messaging/contact concerns
- feeling “needed”
- difficulty maintaining boundaries
- feeling protective in a way that overrides policy
- students knowing a lot about your personal life