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**Shawlands Primary School**

**Policy**

**Professional Code of Conduct (Relating to Safeguarding) Policy**

**REVIEWED EVERY 3 YEARS**

**(SPRING 2020)**

**Date: Spring 2017**

**Written by L McClure on:**

**Signed…………………………………..**

**Approved by the Governing Body on:**

**Signed……………………………………**

**SHAWLANDS PRIMARY SCHOOL **

***Professional* Code of Conduct relating to Safeguarding Children**

**AIMS AND RATIONALE**

At Shawlands Primary School, we believe in creating a **safe and secure environment** coupled with a **professional school culture** that promotes equality, fairness and excellence. At our school we promote the core principles of honesty, respect, rights and responsibilities, fairness and justice, tolerance and understanding. The objectives of this code of conduct are:

* To safeguard pupils and protect staff
* To make explicit expectations of performance and conduct
* To eradicate opportunities for abuse
* For all staff, governors, children and parents to have confidence to report concerns with full confidentiality
* To respond promptly to concerns
* To exercise appropriate sanctions
* To create and maintain an ethos of mutual respect, openness and fairness

**1. All staff are expected to follow the school’s core policies: with particular attention paid to behaviour; anti-bullying; child-protection and safeguarding.**

Pupils, governors, parents and staff work together to build a school community whose relationships are characterised by mutual and appropriate respect. Praise and building on the positive should always come first. Where firmness is called for this is exercised calmly and children understand that boundaries are there for a reason and should not be crossed. The school behaviour policy and associated documents establish expectations, related consequences, reward systems and approved sanctions. All new staff have access to a copy of these policies, and any behaviour concerns should be dealt with in line with them. When a pupil’s behaviour is causing concern staff discuss this matter with other phase leaders or the Acting Head in order to provide support and further develop the child’s self-esteem and good behaviour. Where there are significant concerns around the behaviour and/or attitudes of children, school leader’s will communicate/meet with parents and/or carers.

**2. All staff should be aware of what physical contact with pupils is appropriate**

Staff should only exercise physical restraint as a last resort to prevent injury and they should be fully trained to do so. Staff are allowed to comfort a child who is hurt/distressed in a manner appropriate to the age of the child. Adults should not initiate any physical contact unnecessarily, and there should be clear boundaries:

* Children should not be picked up (unless medically necessary or being restrained through the Team Teach training and qualification)
* Children should not routinely sit on an adults’ laps
* Hugging should not be initiated by adults
* Adults should avoid being in a room alone with a child where the door is closed. If you need to talk to a child, either leave a door open and position yourself within sight of the door, or ask another adult to be present.
* NB: Some children with high needs may be identified to need certain aspect of emotional support or physical restraint and these aspects will be agreed with external professionals and families or as part of an agreed care plan

**3**. **All staff are expected to treat each other with respect**

Relationships between staff should be characterised by fairness, openness and respect. This means valuing all contributions, acknowledging difference, and working together to build a climate of continuous improvement. Politeness and mutual respect are essential ingredients: where differences occur they should be dealt with calmly and fairly.

**4. All staff should have high expectations. For themselves, their colleagues and all pupils.**

Regardless of a child’s ability or background, all school stakeholders will have high expectations for the success of all children. All children and their circumstances or needs will be treated with respect and dignity.

**5. All staff should treat resources responsibly, and exercise due financial care.**

All staff have a responsibility to look after the resources of the school. This includes: not wasting resources unnecessarily (including physical resources and those such as heat/electricity); following the principles of ‘reduce, re-use, recycle’ where appropriate; signing out for items borrowed for home use. All money handled should be clearly labelled and sent as soon as practicable to the school office. Staff handling money must be aware of the Council’s guidelines for handling money, and follow these, in line with the school’s money collection procedures.

**6. All staff are expected to behave professionally and exercise confidentiality**

All staff are expected to behave thoughtfully and responsibly. Staff should be punctual and well-prepared, and should carry out tasks to the best of their ability, taking pride in their work. All absence should be genuine as absence affects the progress that children make and the smooth running of the school day. Staff are expected to dress appropriately; teachers and teaching assistants should set a good example in what they wear, avoiding clothing that is overly casual or revealing. Staff should exercise due confidentiality towards matters that are either discussed or overheard. Staff will not use mobile phones or social media in lesson time or in the company of pupils. Staff not following these guidelines may be subject to disciplinary action.

**7. Staff should seek to establish a good and open relationship with parents**

Staff should aim to create a welcoming and open relationship with parents. All parental concerns should be treated seriously and dealt with promptly. Good quality and detailed records should be kept around any parental concern. It is not appropriate for staff to communicate with parents about school business through social media sites or personal communication tools. We recommend that staff who do use social media read the latest guidelines from BMBC on safe usage. The school website is well used by parents and all information on the website will be appropriate and posted with the intention to inform pupils or families about school events, news or learning themes.

**8. All staff need to be aware of the policy and procedures for Child Protection and safety**

It is essential that all staff have regular training in Child Protection issues, and know the procedures for dealing with and reporting concerns. All relevant policies linked to safeguarding and child protection are on the school website and displayed in the staff room.

**9. All teaching staff need to exploit the potential of the curriculum to develop a proactive approach to behaviour and child protection issues.**

Teaching staff need to take a proactive approach towards both child protection and behaviour policies, through the creation of a positive classroom environment where all children are respected, and through PSHE and circle time in particular. The curriculum should be exciting and relevant to ensure that pupils want to to learn and want to work hard. Teachers should adapt their curriculum to the needs and interests of their class. For example, if children are falling out over football issues or Facebook messages, we should be teaching children how to play fairly and how to communicate safely and effectively. Our ICT policy is available on our school website.

**10. All staff need to be aware of how to record/report concerns (“whistleblowing”).**

Where staff have any concerns about another member of staff, these should be reported immediately to their phase leader, or directly to the Head. Where the concern is about the phase leader or Head it should be reported to the next in line of authority, which would usually be the Chair of Governors. All concerns will be investigated thoroughly and confidentially, and appropriate action taken.

**11. All staff should prioritise their physical and mental health and have access to counselling and support if required**

Staff needing support of any kind are encouraged to discuss issues and concerns with their team leader in the first instance, and thereafter the Acting Head. Support can be provided both internally (eg through the provision of a mentor), or externally through Occupational Health services. Our EHA leader has a directory of services who may be able to offer help or support. All staff are actively encouraged to protect their health and well-being.

Following up-to-date safeguarding training and guidance, the following additions have been made:

* Under no circumstances are personal mobile phones to be used in the classroom or around children
* Nor should phones **or personal cameras** be used for photographs of any kind- children, collective groups, etc- school iPads/cameras should be used for all photographic evidence, display work and/or Twitter/website interactions (the technician can set up Twitter on iPads where needed
* All visits that involve transport must be logged on Evolve and at least 2 members of staff present (e.g. smaller visits like ice-hockey, football tickets, etc)
* EYFS/KS1 who arrive from a medical or arrive late and come through reception must be escorted to their teacher/classroom (the class might be in PE or outdoor for example) by a member of staff
* Parents are not to come through school unsupervised during lesson time- they need to walk round to the front reception to sign in alone or be escorted through school by a member of staff
* Staff are not to instigate a hug or physical contact with a child, when a child instigates it please gently embrace/acknowledge and guide away, minimise any such contact. Staff are not to grab or pull children or their clothing. (Fist pumps and high fives, etc are acceptable where deemed appropriate)
* Emails to not include personal references to children or family members (e.g. a safeguarding update might say we are concerned about alcoholism, not I’ve been told that Mrs X was in the pub and…)
* Toileting and drinking water, these are human rights and children cannot be stopped from these activities, obviously a child is procrastinating we need to tackle that but we cannot ‘bar them’ from these in lesson time or otherwise
* Staff are entitled to use their stern voice to reprimand children- ideally groups or whole classes, but screaming/ranting is not allowed. Children respond best to therapeutic language around the consequences of their actions. Naturally children also need to see when they have gone too far that it can make others upset and cross but it must be controlled- remember my key advice- if you aren’t well placed to deal with a situation, pass it on to a colleague or senior staff. Research suggests that the use of the word ***consequences*** instead of sanction or punishment is powerful
* DBS checks- many staff take considerable time to send in renewal paperwork and backlogs at the central DBS office mean there is a period of time when their check has expired and the new one has yet to be received which leaves the member of staff and school leaders vulnerable. SBM to set up a 3 month reminder system from now on. Staff to ensure paperwork is completed with urgency and appropriate paperwork and evidence is brought in to school ASAP.
* Staff using personal cars for transport- business cover level insurance required, parents must have signed or given verbal permission with a witness that they are happy for their child to travel with a member of staff or other parent and use their car, staff to never be with only one child in a car alone with another child or member of staff present (consider parents who may collect from the event and leave just one child with the staff member). Children should only be brought back to school and not personal addresses.

**Conclusion**

By adhering to this code of conduct staff can be assured they are playing their part in safeguarding pupils, protecting themselves and ultimately creating a positive and professional environment.

This policy is available at:

<http://www.shawlandsprimaryschool.co.uk/policies>

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