

## **School Personnel Code of Conduct**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Police Act 1997
- Police Act 1997 (Criminal Records) Regulations 2002
- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Young Persons Act 2008
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection and Freedoms Act 2012

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and Other Staff (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DCSF)
- Keeping Children Safe in Education (DfE)
- Working Together to Safeguarding Children (The Stationery Office)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty to safeguard and to promote the welfare of all pupils by protecting them from maltreatment, preventing impairment of their health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and to take appropriate action enabling them to have the best outcomes.

We believe we have a duty to safeguard and to promote the welfare of pupils and to protect school personnel by creating a whole school culture that is safe and inclusive. We want to maintain a whole school culture by having in place the principles of respect, understanding rights and responsibilities, fairness, tolerance and understanding for all.

We value and respect all pupils and understand that we have a key role to play in identifying child protection concerns as the safeguarding of children and their welfare is paramount. Therefore, we must ensure all school personnel (and volunteers) are appointed following the safer recruitment guidelines and procedures, Disclosure and Barring Service checked, trained in child protection procedures, understand their roles and comply with the code of conduct.

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We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalization and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by ensuring that the behaviour and safety of pupils, and the leadership and management at this school is of a very high standard.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To safeguard and to promote the welfare of pupils.

### ***Assess Education***

- To create and maintain an ethos of mutual respect, openness and fairness.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Headteacher**

The Headteacher will:

- ensure that all school personnel are aware of their responsibilities that are outlined in this policy;
- ensure that all school personnel are aware of Safeguarding and Child Protection policy and all other associated school policies;
- ensure all school personnel and volunteer helpers are aware that the Headteacher is the Designated Safeguarding Lead;
- ensure the Safer Recruitment policy and procedures are in place and up to date;
- ensure Disclosure and Barring Service checks are in place for all school personnel and volunteer helpers;
- ensure all school personnel and volunteer helpers undertake annual safeguarding training;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all new staff and new volunteer helpers;
- monitor the effectiveness of this policy

#### **Role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- be trained in child protection policy procedures;
- renew training every two years in order to;
  - understand the assessment process
  - understand the procedures of a child protection case conference and child protection review conference
  - understand the specific needs of children in need
  - understand the specific needs of children with special educational needs and those of young carers
  - have in place a secure and accurate record system of all concerns and referrals
- take the lead in dealing with child protection issues;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;

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- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer when the need arises;
- liaise with social care and other agencies;
- transfer the child protection file of any pupil leaving to join another school;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary
- annually review the policy with the Head.

### **Role of School Personnel & the Code of Conduct**

School personnel must:

- behave professionally in and outside school;
- exercise confidentiality;
- be trained in Child Protection procedures;
- understand their role in child protection procedures;
- be aware of the signs of abuse and neglect;
- report their concerns of abuse and neglect;
- work together to create a school culture that is based on mutual and appropriate respect;
- ensure pupils understand and are aware of child protection procedures;
- not initiate any physical contact or personnel relationship with a child;
- only exercise physical restraint as a last resort;
- avoid being in a room alone with a child and with the door shut;
- speak with a child with the door open or with another adult present;
- treat other school personnel with respect;
- use social networking sites wisely and cautiously so that they do not jeopardise themselves, others or their place of work;
- be cautious when using social networking sites and must:
  - set their profile as private;
  - not allow access to pupils or parents/carers;
  - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
- not outside school hours make contact with pupils or parents/carers via telephone, text message, email or on social networking sites;

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- not give their personal details such as mobile and home telephone numbers, home or email address;
- be aware of the Local Authority's guidelines on handling money;
- create and maintain a good and open relationship with parents;
- create a positive classroom environment where all children are respected and valued;
- be aware of how to record and report concerns about another member of staff;
- take care of their physical and mental well-being by maintaining a healthy work-life balance;
- be aware of counselling and support systems in school and through the Local Authority.

### **Role of Pupils**

Pupils must be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- how to assess risk to themselves;
- how to keep themselves safe.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents
- school events
- meetings with school personnel
- communications with home
- information displays in the main entrance

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Safeguarding and Child Protection
  - Safe use of Internet Social Networking Websites
  - Disciplinary Procedure
  - Grievance Procedure
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information

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- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented.

### **Linked Policies**

- Anti-bullying
- Conditions of Service
- Contract of Employment
- Disciplinary Procedure
- Disclosure and Barring Service Checks
- Grievance Procedure
- Induction of New Staff
- Internet Social Networking Websites
- Safeguarding and Child Protection
- Safer Recruitment
- Volunteer Helpers

### **See Appendices Documents section on Policies for Schools Website**

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

<b>Headteacher:</b>	D.Robinson	<b>Date:</b>	5 <sup>th</sup> March 2018
		<b>Date:</b>	5 <sup>th</sup> March 2019