



Monksdown Primary School

Staff Code of Conduct

Part 1 – Introduction

All school employees should have a clear understanding of their responsibilities under this code of conduct. It aims to help them avoid poor working practices that may lead to their behaviour being investigated and the consideration of disciplinary procedures.

Safer Working Practices

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment.

Everyone is expected to adhere to this 'Code of Conduct' and the DFE's 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings (2009) which is available on the school's website and a copy is kept within the staffroom/office.

This code of conduct aims to support adults so they do not work in a manner which might lead to an allegation against them. Equally, it aims to reduce the opportunity for any adult intent on grooming or harming a young person. It encourages everyone to work in an open and transparent way that should avoid someone questioning their motives, intentions or suitability to work with young people.

It is a key principle of this code of conduct that everyone understands their responsibility to share without delay concerns they may have about a child's welfare or an adult's behaviour towards a young person. In addition, everyone has a responsibility to escalate their concerns to the Local Authority Designated Officer ('whistle blow') if they feel that safeguarding concerns they have raised about a child or adult working at the school are not being addressed by the school.

All visitors must sign in and wear the school's visitor badge. In addition, visiting professionals will also be expected to show and wear their photo ID badge provided by their employer. Only adults who present an Enhanced Criminal Records Certificate or a letter from their employer stating one is in place can work unsupervised with children. Key professionals including Social Workers, Ofsted, Police, Health Professionals and Educational Psychologists will only be required to present their photo ID as their employer will have ensured an enhanced DBS is in place. They may be required to present a letter from their employer confirming their post is subject to an enhanced DBS.

Everyone is reminded it is a criminal offence to seek work whether paid or voluntary, having been barred or convicted of offences and deemed unsuitable to work with children.

Code of Conduct:

- If you have any concerns that a child is being harmed, abused or neglected you **must share your concerns immediately** both verbally and in writing with the school's Designated Safeguarding Leads or if they are absent, another member of the school's Leadership Team. Always listen carefully to the child and record what they tell you in the child's own words. Never promise to keep a secret.

If you receive an allegation against an adult working in the school or observe behaviour that concerns you, you must discuss your concerns without delay with the Headteacher or a Designated Safeguarding Lead. Concerns regarding the Headteacher should be directed to the Chair of Governors or Local Authority Designated Officer.

You should:

- Dress appropriate to your role ensuring that clothing is not likely to be viewed as offensive or revealing and is absent of any political or other contentious slogans or images.
- Act as an appropriate role model (**both inside and outside of school**), treating all members of the school community with respect and tolerance.
- Ensure any gifts given or received are recorded and discussed with the Headteacher
- Respect others' confidentiality unless sharing information is appropriate to ensuring their welfare.
- Adhere to the school's policies, particularly those related to safeguarding – including child protection, acceptable use of mobile phone, behaviour, attendance, physical intervention, intimate care, anti-bullying, equal opportunities, health and safety and e-safety (acceptable use policy).
- Report any behaviour or situations which you may feel give rise to a complaint or misunderstanding in respect of your own actions. Also share situations that may arise that sit outside this code of conduct with the Headteacher or a member of the Leadership team.
- Share with the Headteacher any behaviour of another adult in the school where it gives you cause for concern or breaches this code of conduct or the school's safeguarding policies. Your intervention may allow for their practice to be supported and developed.

You should never:

- Make, encourage or ignore others making personal comments which scapegoat, demean or humiliate **any** member of the school community.
- Use your position to intimidate, bully, humiliate, coerce or undermine any member of the school community.

- Use your mobile phone during your **working hours** (unless you are on a break/ it is in designated areas i.e. staffroom, school offices).
- Chew gum during working hours.
- Develop 'personal' or sexual relationships with children and young people, including making sexual remarks or having inappropriate sexual banter. In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person in full time education/below the age of 18, even if that pupil is over the age of consent.
- Engage in inappropriate conversations with students or share inappropriate personal information about yourself or others.
- Discriminate favourably or unfavourably towards a child.
- Give personal contact details to pupils or communicate outside of school using social networks, email, text, twitter etc or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.
- Have conversations on social networking sites that make reference to children, parents or other colleagues or be derogatory about the school.
- Have contact with parents through social network sites and declare any friendships/relationships to your Headteacher.
- Make any statements on social networking sites that might cause someone to question your suitability to act as a role model to young people.
- Use personal equipment to photograph children (always use the school's equipment) and ensure any photographs are only stored on the designated secure place on the school's network and not on portable equipment.
- Undertake 'one to one' activities out of the sight of others unless it is a planned activity with the knowledge of the Headteacher and in keeping with your particular responsibilities.
- Transport children unsafely, for example by driving whilst using your mobile phone, consuming alcohol, failing to ensure that seat belts are worn or driving without appropriate insurance. Any trips should be planned and with the knowledge of the Headteacher. Unforeseen events should be reported to your Line Manager.
- Have physical contact with young people that might be misconstrued or considered indecent or harmful. Ensure you are always able to give an account of the reasons for physical contact or physical intervention. Where physical contact is required it is good practice for it to be within the sight of others.
- Drink alcohol or use any other substance when children are in your care (including residential) other than prescribed medication.

Part 2

Professional Conduct

All staff should:

- 1. Take responsibility for maintaining the quality of their teaching practice**
 - Meet the professional standards for teaching relevant to their role and the stage they have reached in their career
 - Develop their practice within the framework of the school's curriculum
 - Base their practice on knowledge of their subject area/s and specialisms, and make use of research about teaching and learning
 - Make use of assessment techniques, set appropriate and clear learning objectives, plan activities and employ a range of teaching methodologies and technologies to meet individual; and group learning needs
 - Reflect on their practice and use feedback from colleagues to help them recognise their own development needs; actively seek out opportunities to develop their knowledge, understanding, skills and practice

- 2. Help children and young people to become confident and successful learners**
 - Uphold children and young people's rights and help them to understand their responsibilities
 - Listen to children and young people, consider their views and preferences, and involve them in decisions that affect them, including those related to their own learning
 - Have high expectations of all children and young people, whatever their background or aptitudes, and find activities that will challenge and support them all
 - Promote children and young people's confidence and self-awareness by clarifying how assessment will be used to support improvement, providing clear and specific feedback, and celebrating their success
 - Communicate clear expectations about pupil behaviour to ensure disruption to learning is minimised and children and young people feel safe and secure
 - Help children and young people prepare for the future by engaging them with the implications of changes in society and technology and offering them impartial advice and guidance about their future options

- 3. Demonstrate respect for diversity and promote equality**
 - Act appropriately towards **all** children and young people, parents, carers and colleagues, whatever their socio-economic background , age, gender, sexual orientation, disability, race, religion or belief
 - Take responsibility for understanding and comply with school policies relating to equality of opportunity, inclusion, access and bullying

- Address unlawful discrimination, bullying and stereotyping no matter who is the victim or the perpetrator
- Help create a fair and inclusive school environment by taking steps to improve the wellbeing, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement
- Help children and young people to understand different views, perspectives, and experiences and develop positive relationships both within school and in the local community

4. Strive to establish productive partnerships with parents and carers

- Provide parents and carers with accessible and accurate information about their child's progress
- Engage and involve parents and carers whenever possible particularly in important decisions about their child's education
- Consider parents' and carers' views and perspectives, including those that relate to their children's development
- Follow school policies and procedures on communication with and involvement of parents and carers, including those that relate to sensitive areas such as attendance and exclusion

5. Work as part of a whole-school team

- Endeavour to develop productive and supportive relationships with all school colleagues
- Exercise any leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with contractual obligations and national standards
- Contribute to colleagues' learning and development; provide honest, accurate, and justifiable comments when giving reference for, or assessing the performance of, colleagues
- Participate in whole-school development and improvement activities
- Recognise the important role of the school in the life of the local community, and take responsibility for upholding its reputation and building trust and confidence in it

6. Co-operate with other professional in the children's workforce

- Seek to understand the roles of other professional colleagues in the children's workforce
- Communicate and establish productive working relationships with other professional colleagues
- Ensure that they are clear about their own professional contribution to joint working, seeking clarification where this is needed
- Understand that in sharing responsibility for children and young people's wellbeing and development they should always act within their own competence and responsibilities

7. Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession

- Exercise their responsibilities in relation to the examination and assessment of achievement and attainment in a fair, transparent and honest way
- Clearly demonstrate honesty and integrity in management and administrative duties, including in the use of school property and finance
- Understand that their duty to safeguard children and young people comes first, but otherwise acknowledge the rights of children and young people, families, and colleagues to confidentiality, in line with statutory requirements and school policies
- Represent their professional status accurately and avoid taking advantage of their professional position
- Maintain reasonable standards in their own behaviour that enables them to maintain an effective learning environment and also to uphold public trust and confidence in the profession

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1. Concern: Allegation received, disclosure from a child, suspicion based on injury or behaviour or a build-up of concerns. **Act, do not delay!** Does the child need emergency hospital treatment or immediate police protection? Ring 999 or 0151 709 6010 (Merseyside Police). **Follow LSCB procedures and Keeping Children Safe in Education (DFE 2016)**

2. Respond: Share your verbal concerns and then written notes with the Designated Safeguarding Lead (DSL) who will lead the next steps in this flowchart. (Differentiate between fact, opinion, interpretation, observation and/or allegation. Record any witnesses. Use the child's own words. Put the date, time and your name and signature on the record. Remember our role is to record and refer and not to investigate.) The DSL should use the LSCB 'Responding to Needs Guidance and Levels of Need Framework' to inform their decision to refer. For concerns that sit below level 4 you should begin an early help assessment and consider discussing your concerns with the consultative social workers in the early help hubs. However, if you have still significant welfare concerns contact Careline 0151 233 3700 and consult. **Remember anyone can make a referral (request for statutory assessment).**

3. Safeguarding concerns:

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm then Careline should be contacted by telephone (0151 233 3700) without delay. This must be followed up with a Multi-Agency Referral Form (M.A.R.F.) within one day or sooner. This is to be completed online only.

Consent is not needed for child protection referrals but consideration should be given to informing the parents/carers. However the parents/carers should not be informed if it might place the child at risk of harm or jeopardise a police or child's service investigation. If in doubt seek advice from Careline before contacting the parents/carers.

When you are speaking to Careline confirm that they are accepting your referral as a 'Child Protection' or 'Child in Need' Referral (Section 47 and Section 17 of the 1989 Act).

Referrals (requests for a statutory assessment) at Child in Need must also be made on the Multi-Agency Referral Form (MARF). A Child in Need assessment will not begin until the MARF is received and must have parent/carer consent. An EHAT may be accepted in lieu of the MARF.

Consent is always required for a Child in Need (CIN) Referral. If the parents/carers refuse to give consent then consult with Careline. They might advise to you seek consent for an Early Help Assessment. If the parents/carers continue to refuse to engage and provide consent for an EHAT or CIN then seek further advice and complete the MARF stating that there parents'/carers' non-engagement and unwillingness to agree to an assessment at Level Child in Need is likely to lead to the child being harmed/neglected.

Continued: If you do not agree agreement with Careline's decision not to accept a Child Protection Referral (S47) or to consider a statutory assessment for a Child in Need as defined by the 1989 Act (S17) follow the agreed escalation procedures and the LSCB's own escalation procedures:

- a. Ask to speak to a social worker
- b. Ask to speak to a team leader.
- c. Contact Careline Service Manager: tel 0151-233-3700 and follow up your concerns in writing, matching your concerns to the LSCB Levels of Need Framework. You should always receive an explanation as to why a referral is not being accepted.
- d. Seek Advice from the Senior School Improvement Officer for Safeguarding
- e. Contact the Line Manager of the Careline Service Manager
- f. Contact the Assistant Director and then Director of Children's Services

4. Follow up your telephone referral in writing without delay:

A written referral on the on a multi-agency referral form (MARF) must accompany all requests for statutory assessment. Match your concerns to the criteria in the 'Responding to Need Guidance and Levels of Need Framework'. The multi-agency referral form should be completed online **only** at:

<http://liverpool.gov.uk/health-and-social-care/children/children-at-risk/>

Alert other schools and agencies known to the family, as appropriate, and include information from them to support your referral. If you are unsure as to the outcome of a Children's Services investigation/assessment following a child protection or child in need referral contact Children's Services. (If in doubt ring Careline again). Ensure key colleagues are aware of the situation e.g. Form Teacher, Head of Year and/or Learning Mentor, School Nurse, EWO. It is good practice for the named Designated Safeguarding Lead to at least attend the initial case conference along with another member of the safeguarding team, who may attend subsequent meetings.

5. Monitoring, record keeping and the sharing of key information:

All record keeping should evidence:

- a copy of the written referral on the MARF
- written reports to child in need and child protection meetings (LSCB reporting template)
- a chronology summarising events and submissions to the child protection file
- attendance of colleagues at key meetings (case conferences, core groups, Team Around the Family/Child or Early Help Assessment)
- that the targets in Child Protection Plans are being addressed by all agencies
- there is tracking of attendance, progress data together with the young person's engagement in clubs and activities
- the sharing of information with other key agencies promoting partnership working
- that young people, parents' and carers' views have been sought and appropriately addressed with a focus on the child's need and all key communications, discussions, decisions and actions related to the child
- how parents have been challenged and supported appropriately
- decisions to share or not to share information
- how agencies have been challenged/concerns escalated