

**MARLBOROUGH PRIMARY SCHOOL**  
**KEEPING CHILDREN SAFE IN EDUCATION:**  
**CODE OF CONDUCT FOR SAFER PRACTICE**  
**SEPTEMBER 2018**



**MARLBOROUGH  
 PRIMARY  
 SCHOOL**

Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Date of Next Review:
September 2018	D. Byron / C. Robinson Jones / S. Moore	September 2018	September 2018	September 2019

**Article 28:** Children have a right to a good quality education

**Article 29:** Children have the right to an education which develops their interests, talents and abilities

**Rights Respecting Schools**

As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

**Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for this Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data / Welfare Data / Attainment and Progress Information / Attendance Data	All data held in connection with individual children where there is a concern	Well-Being and Safety of children  Communication and information sharing with external partners	With staff on a need to know basis	electronically within SIMs and within the school MyConcern electronic reporting database  Backed up daily	Held on File Throughout Child’s Time at School and archived thereafter.

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	



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## **Introduction**

All education settings are required to have a clear and effective Code of Conduct for Adults working in the setting. Indeed, as stated in DfE “Keeping Children safe in education” – September 2018- pp.14 – paragraph 45:

*“Governing Bodies and Proprietors (in Part two unless otherwise stated this includes management committees) must ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.*

*Schools and colleges should have a senior board level (or equivalent) lead to take **leadership responsibility** for the organisation’s safeguarding arrangements.*

*Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare.*

*This should include:*

*An effective child protection policy; and  
A staff behaviour policy (sometimes called the code of conduct) which should amongst other things include –acceptable use of technologies, staff/pupil relationships and communications including the use of social media.*

This document provides a guide for all adults working in schools (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to protect both pupils and adults. It refers to and complements other policies and guidance in your school, including:

- Child Protection and Safeguarding Policy
- School Behaviour Policy
- School policy on physical interventions
- School ICT policy
- Record keeping policy/procedure

This policy reflects the requirements set out in Keeping Children Safe in Education 2018 and is based upon the attached DCSF document ‘Guidance for Safe Working Practice for Adults Who Work with Children and Young People (education version)’ March 2009), in which you can find useful examples of acceptable and unacceptable conduct, together with discussion of the issues raised.

In particular, all adults working in schools should keep the following statements from Keeping Children Safe in Education in mind:

- Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action to safeguard children (paragraph 3)
- All school and college staff have a responsibility to provide a safe environment in which children can learn (paragraph 7)

- Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child (paragraph 20)
- All adults working in the school must know who the Designated Safeguarding Lead is in the school, be familiar with the school’s child protection and safeguarding policy, and understand their individual responsibilities to safeguard and protect children and young people. They must also be aware of the Allegations Against Staff Procedure and the role of the Headteacher and Chair of Governors in these circumstances. In addition, the Teaching Standards 2012 (which apply to maintained schools) state that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession
- and in the reputation of the school as part of their professional duties.

## **Basic Principles**

Adults working in 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

Adults working in the school must work and be seen to work in an open and transparent way

Adults should discuss and/or take advice promptly from their line manager or another senior member of staff about anything which could give rise to concern. This would include for example reporting infatuations by a pupil for themselves or another member of staff, to ensure that such situations can be handled promptly and sensitively

The school should keep a record of any such incident and of decisions made/further actions agreed, in accordance with the school’s record keeping policy

Staff should apply the same professional standards regardless of gender or sexuality

Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

**As a general principle, when thinking about taking any course of action with a pupil or other child, adults should ask themselves the following questions:**

**Is this needed to meet the pupil’s needs?**

**Is there a professional reason for me to do it?**

**Can I do it in a way that is safe for both the pupil and for me?**

**Only if the answer to all three questions is YES should the adult take the course of action.**

**All staff, volunteers and visitors to the schools must:**

Be familiar with and work in accordance with the school’s policies, including in particular

- Safeguarding and Child Protection
- Behaviour
- Data Protection and GDPR Compliance Requirements
- Physical Intervention and Restraint
- Online Safety
- Intimate Care

- Health and Safety
- Use of Photography and Video
- Whistleblowing – within the school and external e.g. direct contact with the Designated Officer or the NSPCC Report Line

Provide a good example and a positive role model to pupils

Behave in a mature, respectful, safe, fair and considered manner. For example, you must ensure that you are not sarcastic, and do not make remarks or 'jokes' to pupils of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature

Do not embarrass or humiliate children

Do not discriminate favourably or unfavourably towards any child. For example, treat all pupils equally – never build 'special' relationships or confer favour on particular pupils, or members of their family

Do not give or receive (other than token) gifts unless arranged through school

Ensure that your relationship with pupils remains on a professional footing. For example, you must: Only touch pupils for professional reasons, and when this is necessary and appropriate for the pupil's wellbeing or safety

Not behave in a way that could lead a reasonable observer to question your conduct, intentions or suitability to care for other people's children

Not make arrangements to contact, communicate or meet with pupils outside your work (this includes use of email, text and other messaging systems)

Not develop 'personal' or sexual relationships with pupils. In particular, your attention is drawn to the provisions of the Sexual Offences Act 2003, which creates a 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).

### **Exceptional Circumstances**

If in exceptional circumstances a member of staff need to deviate from expected practices (e.g. in an emergency having to transport a child alone), they must always seek to notify and consult a senior member of staff in advance or as soon as practicable afterwards. The rationale for taking this action must be recorded and submitted to the Headteacher.

### **Reference Documents**

Keeping Children Safe in Education (DfE) September, 2018

Working Together to Safeguard Children (DfE) July, 2018

School policies handbook

Harrow Safeguarding Children Board - local safeguarding children procedures

Guidance for Safe Working Practice for Adults who work with Children and

Young People (education version) DCSF March, 2009

**The Professional Standards for Teachers and Teaching Assistants**