



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

STAFF CODE OF CONDUCT

INTERACTION WITH PUPILS POLICY

All confidential reports and minutes are stored online on a register. The file is password protected. Hard copies are stored in a locked cabinet in the Head's office.

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POLICY ON INTERACTION WITH PUPILS: **CODE OF CONDUCT FOR STAFF**

INTRODUCTION

The safety and well-being of every pupil at Seaton House School is of paramount importance. Every child has the right to grow up and to live in a safe environment. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being.

Every member of staff should read this code of conduct in conjunction with the school's Statement on Child Protection Policy, our Policy for Pupils on Confidentiality Issues and our Policy on Checking Employees, Temporary Workers, Governors, Parent Helpers and Contractors. Copies are sent to the Governors.

SAFER RECRUITMENT

Seaton House School follows the Government's guidelines for the safer employment of staff who work with children. We refer to 'Keeping Children Safe in Education' (September 2016) as our key guideline for recruiting and employing staff. We obtain enhanced Disqualification and Barring Service checks (DBS certificates) on all new members of staff, temporary staff, visiting and peripatetic staff and contractors' employees, who work unsupervised in the school (ie Greenkeepers). Governors and parent helpers who have regular unsupervised access to children are also required to have up to date DBS certificates.

New staff and Governors receive some safeguarding training as part of their induction process. This training is repeated at not more than three yearly intervals.

DESIGNATED SAFEGUARDING OFFICER

The Headmistress is the designated safeguarding lead. She has been fully trained for the demands of this role and inter-Agency working. She regularly attends courses with other child support agencies to ensure that she remains conversant with best practice. She undergoes refresher training every two years, and maintains close links with the Local Safeguarding Children Board (LSCB) for Sutton. She reports at least once a year to the Governors on safeguarding issues.

The school's records on child protection are kept locked in the Headmistress' office, and are separated from routine pupil records. Access is restricted to the Headmistress. Staff also keep a log of concerns online in restricted password protected areas.

PROMOTING AWARENESS

Our curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect all staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All the staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHEE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. We use opportunities, such as the annual National Anti-Bullying week to teach about the unacceptability of bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside of school. Internet safety awareness is promoted through the year.

INTERACTION WITH PUPILS

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. All staff should be aware that they have a duty of care to tell the DSL if a child discloses any information that may suggest that they are being abused, bullied, radicalised or at risk of being exposed to FGM or are likely to receive pressure to concede to forced marriages. These matters will result in the police being informed if there is a high likelihood of any of the above being carried out on a child.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

Communication with Pupils

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones.

Social Contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of

staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued. Staff have a duty to remember that social media websites should not be used to bring the school into disrepute or to engage with pupils.

Staff should not give their personal details such as home phone number or home e-mail address to pupils

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Headmistress who will decide what to do next.

IF A PUPIL REPORTS ABUSE

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as Child Line (details are given in the Policy for Pupils on Confidentiality Issues). If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the Headmistress with a written account of what has transpired as a matter of urgency.

If a pupil decides to speak to a member of staff about the fact that either he/she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally, and remember that they are not carrying out an investigation, (which is a task for specialists),
- Take what the child says seriously, and calmly, without becoming emotionally involved,
- Make it clear why unconditional confidentiality cannot be offered, (drawing on the policy for pupils on confidentiality issues as necessary),
- Explain that any adult member of staff is obliged to inform the Designated Safeguarding Lead, if there are safeguarding issues are involved, in order that specialist help can be arranged.
- Encourage the pupil to speak directly to Designated Safeguarding Lead,
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse,
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having being bullied or abused,
- Allow the child to tell his or her own story, without asking detailed or leading questions
- Record what has been said,
- Inform the Designated Safeguarding Lead/ the Headmistress as soon as possible - at least by the end of the morning/afternoon session of that day.

- Inform the Headmistress immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the school, or on a school trip. If the Headmistress is unavailable – or is involved - the Chairman of Governors should be told immediately.

Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned. In serious cases, the Police should be informed from the outset.

Whistle-blowing

Whistle-blowing is when someone reports suspected wrongdoing at work, also referred to as ‘making a disclosure which is in the public interest’. This may be if they feel something is not right, or illegal, or if someone is neglecting their duties, including:

- ☒ someone’s health, safety or welfare is in danger
- ☒ damage to the environment
- ☒ a criminal offence
- ☒ the company isn’t obeying the law (for example not having the right insurance in place)
- ☒ covering up wrongdoing

Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear or repercussion.

Early Years’ staff have termly meetings with the Head of EYFS and the DSL, Sarah McGreevy, and a log is kept of those meetings. These meetings provide an opportunity for staff to voice any concerns they may have.

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the Senior Leadership Team and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

REVIEW

This policy will be reviewed every two years.

Reviewed May 2018

Judy Evans

Chair of Governors

Debbie Morrison

Headmistress

I have read the Policy on Interaction with Pupils (Staff Code of Conduct)

Name:

Signed:

Date: