THE GRANVILLE SCHOOL
CODE OF CONDUCT FOR STAFF

(Including Early Years Foundation Stage)

Introduction

The safety and well-being of every pupil at The Granville 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 Granville School's policies relating to Safeguarding. Staff are invited to review this code of conduct annually, and copies are sent to the Governors. In addition, the School follows the Teachers' Standards for use in schools in England.

Safer Recruitment

The Granville School follows the Government's guidelines for the safer employment of staff who work with children. We obtain enhanced DBS certificates on all new members of staff, temporary staff, visiting and peripatetic staff, contractors' employees, such as catering staff, who work unsupervised in the school. Governors and parent helpers who have regular unsupervised access to children are also required to have up to date DBS certificates. All staff are also required to sign a disclosure form. All other checks required to complete the Single Central Register will be undertaken as soon as possible after their appointment, preferably before they take up their new position.

New staff and Governors receive safeguarding training as part of their induction process. This training is repeated at not more than three yearly intervals. We have and use a Work Experience Induction procedure.

Designated Safeguarding Lead

Louise Lawrance (Headmistress) is The Granville School's Designated Safeguarding Lead including the Early Years. Leah Harrington (Deputy Headmistress) and Mrs Jane Sladdin are the deputy DSLs. They have been fully trained for the demands of this role including FGM, CSE, Prevent, inter-Agency working and Operation Encompass. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. The DSL's undertake full refresher training as required by statutory guidance to update their knowledge and skills every two years. KCSIE now expects continual updates rather than simply two- year refresher courses. They maintain close links with the Safeguarding Partners (Local Authority, Police and Integrated Care Board) Kent Safeguarding Children Multi-Agency Partnership (KSCMP). The DSL reports at least once a term to the Governors' Safeguarding governor, Mr Nick Arnold, and at every Education Committee and main Governor's meeting.

The school's paper records on Safeguarding are kept locked in the Headmistress' office and are separated from routine pupil records. Most information is stored securely on the School's restricted Safeguarding OneDrive file. Access to this information is restricted to the Safeguarding Governor, DSL and DDSL.

Promoting our Granville Ethos

Our Granville Values, our curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils as well as British Values. It is the expectation that all members of our school community demonstrate and promote the Granville Values in the way they work with colleagues, parents and children.

Our School Values are:

- Team spirit and making a positive contribution
- Integrity and honesty
- Tolerance and being kind
- Courage and perseverance
- Respect and being courteous

Our School Motto is 'Caritas et Pietas', which translated means 'Love and service

All staff play a vital role in engendering our ethos and special school community, helping to ensure that all of the members in our school community including children, staff and parents relate well to one another and feel safe and comfortable within the school. In teaching the children, we expect all staff to lead by example, and to play a full part in promoting an awareness what is appropriate to the children's age on dealing with 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 ***Promotion of Good Behaviour policy*** and in enforcing our ***Anti-Bullying policy***.

The Granville School recognises that positive mental health and emotional wellbeing are fundamental to children's safety, welfare, learning and development. All staff have a responsibility to promote a supportive environment in which pupils feel safe, valued and able to seek help when needed. Staff should be alert to signs that a pupil may be experiencing emotional distress, anxiety, low mood, self-harm ideation, trauma or other mental health difficulties. Any concerns should be reported promptly to the Designated Safeguarding Lead (DSL) in accordance with the School's Safeguarding Policy. Mental health concerns may, in some cases, be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation. Time is allocated in PSHE to discuss 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, British Values and mutual respect and understanding. We use opportunities, such as the annual National Anti-Bullying week and the annual Safer Internet Day 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.

Staff Pupil relationships and communications.

In general, pupils should be encouraged to discuss with their parents, issues that are troubling them. It may be appropriate to suggest that a pupil sees our school counsellor or seeks help from our SENCO. It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual. Although our pupils leave The Granville at the end of year 6, we do regularly welcome senior school children from local schools who work with our pupils. It is imperative that we have due regard for these students. 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, changing a young child, costume fittings for drama 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.

Staff/Pupil relationships outside school

The school recognises that in a small community school many staff will likely have social relationships with families and children at the school. This may include being a parent of a child at school or being friends with parents who have children at school. Staff must declare any relationships that they may have with pupils, clients, contractors, supplies, or parents outside of the school. This may include mutual membership of social groups and/or family connections. Staff should not assume that the school is aware of these relationships.

No member of staff will enter into extra or private tuition or childcare arrangements with parents/carers of children at the school.

Communication with Pupils

Staff must not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message, social networking sites or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones or email using the school system. The Group Leader on all trips and visits should take a school mobile phone with him/her in order to keep in close communication with the school. Pupils are not permitted to take electronic gadgets, including mobile phones, on school outings. Staff should be aware that it is totally inappropriate to use social media to communicate with pupils.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and

circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

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 DSL or her deputy who will decide what to do next. Where this relates to the schools EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practical.

Please refer to the Restrictive Intervention Policy for more details.

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 ChildLine. 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 DSL 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.
- Explain that any adult member of staff is obliged to inform the DSL, if there are safeguarding issues are involved, in order that specialist help can be arranged.
- Encourage the pupil to speak directly to the DSL.
- 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 been 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 DSL or in her absence her deputy 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 Chair 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, or the pupil should be taken to a suitable room. Photographs of the injury should be taken with a school camera. In serious cases, the Police should be informed from the outset. Please refer to ***Anti-Bullying Policy*** and ***Safeguarding Policy.***

Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Physical education and other activities requiring physical contact.

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.
Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Electronic communication with pupils

Please see the ***Computing and ICT Policy*** and ***Acceptable Usage Policy - Staff***. Staff will undertake regular training on the internet and safety online.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

Action to protect the child

Information about possible abuse may come to a member of staff in several ways - direct allegation from a child that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child.

In the case of an allegation being made by the child concerned or by a third party it is important to remember that:

- Defendants have been acquitted where leading questioning or inappropriate investigation has been proven.
- It is vital that subsequent enquiries should not be prejudiced by detailed questioning in school.

The DSL or in her absence her deputy will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, carers, Kent Safeguarding Children Mulit - Agency Partnership (KSCMP), or other agencies involved to identify the support strategies that will be appropriate.

Action If a Child Is Missing

Please see ***Lost Child and Missing Child Policy***

Equal Treatment

We are committed to equal treatment for all pupils regardless of sex, sexuality, race, caste, disability, religion or belief. We keep a record of discriminatory incidents. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Our staff undertake regular consultation activities with our pupils e.g. through safety questionnaires, participation in anti-bullying week and speaking to children about their experiences at lunchtime and playtimes.

Bullying

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils, staff, and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying including cyber bullying is unacceptable and the school keeps a record of any incidents. Please see our ***Anti-Bullying Policy*** for further details.

Complaints

A copy of the school's complaints procedure is on the website. Copies can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure (***Parental Concerns and Complaints Policy***).

Whistle-Blowing

The School wishes to foster a culture of openness and safety and the school's Whistleblowing Procedure reflects this. Should any member of staff have any concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the DSL (or to the Chair of Governors where the concern relates to the Headmistress or a governor). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Such reporting will be without prejudice to the member of staff's position in the school. Where there are allegations of criminal activity, the LADO (or DO) will always be informed, and advice taken, before the school undertakes any investigation of its own. Wherever possible, and subject to

the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it. Please see our ***Whistleblowing Policy***.

Concerns raised that do not meet the harm threshold ('low-level concerns')

If a concern about a member of staff (including allegations) does not meet the harm threshold for Section one allegations, the concern will be recorded as a low-level concern as outlined by the school's low level concern policy.

The concern may arise from a variety of sources, including suspicion, complaint, a disclosure (by child or adult) or during vetting checks. It is critical that a culture is created in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This enables an open and transparent culture, enables the early identification of concerning, problematic or inappropriate behaviour, minimises the risk of abuse, ensures that adults working in schools are clear about and act within professional boundaries in accordance with the values and ethos of the School and protect those working in or on behalf of schools from potential false allegations or misunderstandings.

A low-level concern is 'any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate contact outside of work,
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.'

These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with children on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

If you are concerned that someone is behaving in a way that causes concern, complete a confidential, Online Low Level Concern Form that will go directly to the Head.

Whistle-Blowing Confidentiality

A member of staff who uses the whistle-blowing procedure is entitled to have his/her name protected from being disclosed by the Headmistress to the alleged perpetrator, without his/her prior approval. However, it has to be recognised that his/her evidence may be required by the Police to be used in any criminal proceedings.

Where a member of staff has concerns about a pupil

If a teacher or other member of staff has concerns about any pupil or incident that touches upon safeguarding issues, he or she should report them as soon as possible to the DSL or in her absence the deputy (DDSL).

Definition of abuse

The NSPCC define child abuse as following:

'A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by a family or in an institution or community setting by those known to them or, more rarely, by others. They may be abused by an adult or adults, or another child or children. Abuse is a complex issue. It concerns protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'

Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

Abuse can affect children of all ages, sexes, different races and cultures and all social classes. In some cases, behaviours or physical injuries suggest clearly that abuse is occurring but in others the signs will be less apparent.

Four categories of abuse are recognised in legislation:

- physical abuse
- neglect
- emotional abuse
- sexual abuse

The severity of impact on a child is believed to increase the longer the abuse continues, the more extensive the abuse, and the older the child.

Please refer to ***Safeguarding Policy***.

Symptoms

Some of the signs and behaviours which may indicate that a child is being abused:

- Repeated minor injuries.
- Children who are dirty, smelly, poorly clothed or who appear underfed.
- Children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- An air of 'detachment' or 'don't care' attitude
- Overly compliant behaviour
- Doesn't cry or respond to parent's presence or absence from an early age.
- Reaches developmental milestones late, with no medical reason.
- A 'watchful attitude'
- Sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- A child who is reluctant to go home, or is kept away from school for no apparent reason
- Poor punctuality, or late being picked up.
- Parents show little interest in Child's performance and behaviour at school.
- Is reluctant to get changed for sports etc.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- Eating problems, including over-eating, loss of appetite
- Significantly underweight but eats well when given food.
- Disturbed sleep, nightmares, bed wetting
- Running away from home, suicide attempts
- Self-inflicted wounds
- Reverting to younger behaviour
- Depression, withdrawal
- Relationships between child and adults which are secretive and exclude others
- Pregnancy

These signs are not evidence themselves; but may be a warning, particularly if a child exhibit several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts. Please refer to ***Safeguarding policy***. The NSPCC website contains very useful information and help.

Parents

In general, we believe at The Granville School that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with them. However, concerns of this nature must be referred to the DSL or her deputy, who will decide on the appropriate response. In a very

few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the Local Safeguarding Children Board (LSCB).

Remember

Your aim should be to establish as quickly and accurately as possible the details of the injury or abuse. Questioning should be brief and gentle using open rather than closed questions ("How did it happen?" rather than "Did [ ] hit you?"). Keep a note of what you heard and saw.

BETTER STILL . . . . . with care and sensitivity, pass the pupil to the DSL, or in her absence the DDSL, immediately.

Safeguarding is always our top priority.

DAILY CONDUCT REQUIREMENTS FOR STAFF

Attendance and Timekeeping

Please see ***Staff Handbook*** section 3 Staff Information, Staff Absence.

Smoking

To promote a healthy and pleasant working environment and because of the fire risk, smoking (in any form, including the use of e-cigarettes) is not allowed anywhere on site.

Alcohol and Illegal Drugs

Consumption of alcohol or illegal drugs is not permitted on site save where, in the case of alcohol, at a school function or otherwise agreed when modest amounts of alcohol may be consumed. Employees' conduct and performance must not be adversely impacted by alcohol or drugs when undertaking their duties.

Security

In the interests of security, employees must sign in and out in the school office. Staff must not remove any school documents from the site nor take any photographs without due permission.

Personal Appearance

The school regularly receives visits from parents, potential parents and others, and naturally wishes to convey an impression of efficiency and organisation. Therefore, whilst not wishing to impose unreasonable obligations on staff they are, nonetheless, required to look smart in appearance by wearing smart attire that is appropriate to their work environment.

Mobility and Flexibility

Due to the demands and nature of the school, staff should be prepared to transfer upon request within departments either temporarily or permanently, to undertake work of a different nature, providing it is reasonable and safe to do so and the staff member is adequately trained.

Use of Mobile Phones and Cameras

Photographs will only be taken of children with their parents' permission (given in the consent section of SchoolBase). Photographs are used for a wide range of reasons, including evidence for profiles, the newsletter, advertising, social media. Staff should use school devices to photograph or video pupils.
Staff's mobile phones should be stored away from the children, where possible.

Year 6 pupils need written permission to bring their phones to school, where they will be handed in at the beginning of the day and handed back at the end of the day.
Please refer to our **Online Safety Policy**.

Social Media

As a school we advise all staff to be extremely cautious when using any form of Social Media. Personal Social Media should not be used during the school working day.

Personnel Involved in writing/reviewing this document:

- Headmistress
- Bursar
- Compliance Officer
- Safeguarding Governor
- All Staff

Linked Policies and Documents

- Staff Handbook
- Safeguarding Policy
- Anti-Bullying Policy
- Computing and ICT Policy
- Promotion of Good Behaviour Policy
- Acceptable Usage Policy
- Parental Concerns and Complaints Policy
- Whistleblowing Policy
- Lost Child and Missing Child Policy
- Work Experience Induction Policy