

Glynwood Community Primary School 2024-25



Rules to protect you at work

**A guide to help you on your journey working in our
school**

Introduction

At Glynwood Community Primary School, we pride ourselves in ensuring that we all work to a high standard. This guide outlines the rules that apply to staff in our school. Our aim is to provide you with a framework that helps prevent misunderstandings, criticism of our staff, school and helps prevent staff putting themselves at risk professionally. It also helps staff understand professional boundaries.

Our Vision / Values / Ethos

‘Growing Together at Glynwood’

At Glynwood, we work together to ensure that everyone is supported and challenged in order to achieve their very best.

Our Responsibilities

Governing Body	Head Teacher	Staff
<p>We have a role in ensuring that school have implemented and are adhering to appropriate standards / all statutory required policies and procedures.</p> <p>We may become involved if standards are breached.</p>	<p>I ensure that staff are aware of what is expected of them.</p> <p>I would become involved when there are concerns that staff have breached the standards.</p>	<p>We must ensure we maintain high standards within the school by following the school policies and the code of conduct. Failure to do so could result in disciplinary action including dismissal. We should report any concerns immediately.</p>

All staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career, but may equally be applied to all staff within school.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, **within and outside school**, by:

- ✓ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- ✓ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- ✓ showing tolerance of and respect for the rights of others
- ✓ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ✓ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- ✓ Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- ✓ Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

(Dfe Teacher Standards Overview June13)

Although the above refers to the way in which we treat our pupils, **it is essential that we apply the same behaviour and attitude towards our colleagues too.**

Rules 1-7 (Seven Principles of Public Life)

As our first set of rules, we endorse the seven principles of public life. The [7 principles of public life](#) apply to anyone who works as a public office-holder. This includes people who are elected or appointed to public office, nationally and locally, and all people appointed to work in:

- the civil service
- local government
- the police
- the courts and probation services
- non-departmental public bodies
- health, **education**, social and care services

The principles also apply to all those in other sectors that deliver public services.

1. Selflessness

Holders of public office should act solely in terms of the public interest.

2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Holders of public office should be truthful.

7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

For further information visit www.gov.uk

8. Social Networking

When accessing social networking such as Facebook and Twitter, be aware this is in the public domain. You are strongly advised to keep your account private and do not accept students or parents as friends. Be careful what you write as it is in the public domain. Be careful who you accept as friends and what your 'friends' are posting. This does not mean you cannot have an account or comment on educational sites but be careful that you are not posting comments that reflect unprofessionally on you or the school. **All staff have a responsibility to represent our school positively at all times.**

9. Social Contact

No child should be invited into the home of an adult who works with them. You should not seek contact with a student or their family out of school time including holiday periods. For staff who live in the area or have children that attend our school, please seek guidance from the Head Teacher.

10. Communication with Children

Professional boundaries must be clear from the outset. Staff should remain professional with students and you should not share personal information with them, have inappropriate conversations or make inappropriate comments. All efforts should be made to avoid misinterpretation. Staff should never give out personal information, such as address, phone number etc.

11. Usage of Technology / Electronic Devices

Please ensure the websites you are accessing are appropriate. Do not share your laptop with anyone else (including students) who may access inappropriate websites.

Investigations may be carried out on your laptop or desktop either by internal investigation or criminal investigation by the police.

CPOMS Login Rules:

If using the merilock key to login:

- ✓ Do not leave your key in the computer once you have logged in
- ✓ Do not share your key with anyone else
- ✓ If you misplace your key inform the cpoms admin user immediately

Consider confidentiality:

- ✓ Do not save your passwords on your device / computer.
- ✓ If you feel your password has been compromised then reset your password and inform your line manager.
- ✓ When reading a notification or adding a new log be aware of the position of your computer and others around you who may see the log.
- ✓ If printing logs ensure these are stored securely. Do not leave any printed logs in view of others / on desks etc.
- ✓ Printed child protection and safeguarding records should be held in a locked filing cabinet by the DSL.
- ✓ CPOMS produces an audit of the times/dates when staff login, add and view logs. **We advise that staff do not login at home or outside of their contractual working hours.**

12. Remain Visible

Avoid being alone with a student behind a closed, windowless door. Within your work space keep windows clear, do not cover with displays. If working 1:1 with a student, ensure your colleagues are made aware of your location and the pupil who you are supporting. If you feel a child is becoming too familiar then report this to your line manager.

13. Physical Touch / Contact

Only touch a student in a way that is appropriate within your role. Be aware not all children will feel comfortable being touched. The physical contact should be the minimum amount of time and should never happen alone. Be aware of cultural or religious views about touching and always be sensitive to issues of gender. Work within

health and safety regulations.

14. Confidentiality

In some cases, you may need to share highly sensitive information. Be clear about when information can be shared and in what circumstances it is appropriate to do so. We are expected to keep information about students in a discreet and confidential manner. If you do share ensure you have a viable reason to do so. If unsure whether to share then ask for guidance!

Information regarding pupils or staff members should never be shared with people outside of school (apart from relevant external agencies/ professionals and there will be a very clear rationale for this information sharing) under any circumstances. Remember that we are a community school and information can spread very quickly.

Seven Golden Rules to Information Sharing

1. Remember that the General Data Protection Regulation (GDPR), **Data Protection Act 2018 and human rights law are not barriers** to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. **Be open and honest** with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. **Where possible, share information with consent**, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. **Consider safety and well-being**: base your information sharing decisions on considerations of the safety and well-being of the individual.
6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure**: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

7. **Keep a record of your decision and the reasons for it** – Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

For further information refer to Dfe guidance on information sharing, 2018.

15. GDPR

GDPR is everyone's responsibility and the law requires that everyone understands what data protection means for their role. We all want a safe and secure environment to work in so we have to ensure we protect all personal data. Personal data is any data that can be used to identify a person, this could be a name, DOB, reference number or anything that could directly or indirectly point to an individual. Data is stored everywhere and as a school we need to know where it is and that it is stored securely. Simple steps we can take include:

- ✓ Use strong passwords
- ✓ Never share passwords
- ✓ Never send personal details in emails unless they are encrypted
- ✓ Never leave your computer or device unlocked
- ✓ Make sure no one can see your screen if it has personal data on it
- ✓ Keep antivirus software up to date
- ✓ Any data taken out of school must be protected at all times
- ✓ Memory cards, usb sticks or any other storage devices must be encrypted and hardware fully protected
- ✓ Personal data can be held in mark books, lists and various other records. Use three simple rules cover it, lock it, shred it.
- ✓ If you have any concerns regarding data protection speak to your data protection lead in school.

16. Making a Professional Judgement

Consider whether your actions are warranted, proportionate and safe. Record your judgement with a manager, including discussions, incidents, threats and misunderstandings. Record any actions of disagreement about a course of action taken and if necessary referred to a higher authority.

17. Position of Trust

A relationship between an adult and a child cannot be a relationship of equals. Always maintain appropriate boundaries. We must not use our position to gain access to information for our own or other's advantage or use our position to intimidate, bully, humiliate, threaten, coerce or form a relationship with students.

18. Dress and Appearance

You must dress professionally at all times ensuring that your clothing is appropriate for your role. Avoid clothing that may be viewed as offensive, revealing (too short or too low cut or transparent), sexually provocative, display contentious slogans etc.

19. Receiving and Giving Gifts

Never give an individual student a gift that is not part of the 'Rewards Policy'. Be aware that giving gifts can be misinterpreted as grooming by others. If you are concerned a student has given you an expensive or inappropriate gift please inform your phase leader, Simon or Vicky.

20. Behaviour Management

All staff are expected to set high expectations that motivate and challenge poor behaviour by:

- ✓ having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- ✓ having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards **consistently and fairly.** Avoid giving 'blanket' or whole-class sanctions as these are rarely appropriate.
- ✓ managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. Remember that children with SEND and or emotional regulation needs may require a different approach in order to ensure effective inclusion.
- ✓ maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
(Dfe teacher standards)

Please be aware that children can be very sensitive to shouting and or raised voices. For some children raised voices can cause a great deal of distress. Do not shout at students in school.

Please follow the School Behaviour Policy and Behaviour Ladder and remember that we use a restorative approach to conflict and problem solving. Restorative approaches, such as a full restorative conversation, should be used as appropriate and when necessary, but can be adapted for younger children. Please note that a restorative conversation does not replace a sanction such as lost playtimes etc. See behaviour policy and ladder for more details.

21. Difficult Behaviour

Where a child displays difficult or challenging behaviour you must follow the school's behaviour policy. When dealing with challenging or difficult behaviour it is important that you remain respectful towards the child and regulate your own emotions. It may be necessary to seek support from an additional adult. Physical intervention can only be justified in exceptional circumstances and must be a last resort. Physical intervention can be used to **prevent injury to a child, other children, adults or serious damage to property**. Unwarranted physical force can result in a criminal offence. All incidents should be documented. Always seek help if you are in a situation which warrants this type of action. If you are struggling with difficult behaviour then please seek support. Colleagues have extensive experience dealing with challenging behaviour and will be more than happy to share strategies or approaches.

For further information refer to our Behaviour Policy and Physical Intervention Policy.

22. 1:1 Situations

Be aware that there is a higher risk of allegations in one-to-one situations so take sensible precautions. Ask for a risk assessment if you feel vulnerable. If meeting a child/ren out of school, choose a public place and ask for permission. Follow the set educational visit procedures. If carrying out a home visit do not enter if no adult is present.

23. Sexual Contact with Students

Members of staff may not engage in a sexual relationship with students. It can be an offence / breach of trust to engage in a sexual activity with a child under 18 and could lead to prosecution and/or disciplinary action. Sexual activity can include non-contact activities such as watching inappropriate material, text messages deemed as grooming

etc.

24. Transporting Students

In the course of your duties where appropriate approvals have been obtained if travelling alone in a car with a student, sit them in the back seat and ensure their seatbelt is on. Children under 12 must have an appropriate child car seat unless they are over 135cm tall. Please seek advice about appropriate car seats before making a journey. A clean driving licence, tax, MOT and **class 1 insurance** may be required.

You **must** have consent from the child's parent / carer before transporting a child.

25. Trips and Outings

Staff should take particular care when supervising students off site. There should always be another adult present. You must not take students out of school without completing a risk assessment, including parental permission. On overnight trips, careful consideration needs to be given to sleeping arrangements. You must not share a room or bed with a student. Special attention must be given to ensuring safe staff/child ratios. Be aware that you are responsible until you have handed the child over to a parent/carer. Seek advice from the Head Teacher if you are not clear on the correct procedures. A notice period of two weeks must be given for ALL trips, however longer will be needed when there is a parental contribution above £5 (this will need to be at least one month).

26. Photographs, Videos and Images

You must have a specific reason to take the photo/video and ensure you have parental consent. Avoid making images one to one and do not take images on mobile phones (unless following the correct mobile phone protocol). Ensure the child understands why the image is being taken and do not use any images that may cause distress. You must report any concerns about intrusive or inappropriate issues found.

27. First Aid

First Aid should be administered by a trained first aider. All incidents should be logged by them. If medication is required to be administered ensure the correct paperwork has been completed. If unsure seek support on this matter.

28. Sharing Concerns

Make yourself familiar with the school's policies and procedures for reporting concerns, including the Whistle Blowing Policy. Take responsibility for recording and passing on the incident to the appropriate person. **Concerns regarding Child Protection should be passed on to a Designated Safeguarding Lead immediately. You must not leave it until the end of the day – red forms are available in all classrooms to alert a DSL that there is a Child Protection concern.**

For further information refer to our Child Protection and Whistleblowing Policy.

29. Recording Incidents

Record keeping is an important aspect of your role. Recording is central to all we do whether recording communications, behaviour, attendance, Special Educational Needs or cause for concerns. It is imperative that you record correctly.

Recording Checklist

Use CPOMs to record incidents. Please record all incidents that you are concerned about – it is better to record on CPOMs than not record - remember that your information may be an important piece of a jigsaw.

- ✓ Time & date of incident is recorded
- ✓ Signed after every entry (print name)
- ✓ Written records are legible (readable and make sense)
- ✓ Entries are written in black permanent ink
- ✓ Errors are scored through with a single line, are dated and signed, and remain legible
- ✓ Information is clear and understandable to others
- ✓ Include full names in the record to avoid any confusion
- ✓ Child focussed
- ✓ Adhere to the 'clear desk policy' (do not leave documents in view of others)
- ✓ If working on a computer ensure the screen is positioned so as not to be in view of others
- ✓ Staff must check e mails every day they are in work so that they do not miss crucial CPOMs notifications.

Records clearly indicate:

- ✓ Details are factual, accurate and do not include opinion.

- ✓ Actions and agreed interventions.
- ✓ Information from any 3rd party and observations from potential witnesses.
- ✓ Visible marks and injuries are recorded on a body map. Do not examine the child.
- ✓ The child's voice, in their own words what they have said and any questions you have asked.
- ✓ Risk assessment (any risks clearly stated).
- ✓ A clear plan, review process and agreed outcome of interventions.
- ✓ If the child(ren) have been seen, their voice is present.
- ✓ No jargon or abbreviations are included unless you have stated the meaning, full term or key in the records.
- ✓ Records are chronological, with the most recent entries being on top.
- ✓ All documentation has the service user's / professional's name on.
- ✓ All reports are signed by the relevant professional to prove that they have been read / marked as read on CPOMS.

For further information refer to our Safeguarding & Child Protection Policy.

30. Safeguarding Children

Safeguarding and promoting the welfare of children **is the responsibility of everyone.** **Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.** In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child-centred**. This means that they should consider, at all times, **what is in the best interests of the child.**

Staff are required to keep up to date with safeguarding issues by reading the school's safeguarding related policies and Dfe guidance as instructed by your Head Teacher or Designated Safeguarding Lead (DSL). In addition, staff will be offered regular training on safeguarding related matters.

Staff with concerns about a child should seek out a DSL to share their concern. This should also be provided in writing (if it needs urgent action then this should be on a red piece of paper – remember that DSLs may not be checking their e mails regularly so may not pick up CPOMS notifications before the end of the school day). **These concerns and red forms should be passed onto a Designated Safeguarding Lead immediately.**

Safeguarding is everyone's responsibility. Our school policies are in place in order to protect children and staff.

Remember that if you have immediate concerns connected to children's welfare/ safety outside of school (i.e. when you are not at work) then you should call the police or the NSPCC for advice. You can also make anonymous referrals to children's social care on the gateshead.gov website.

Please do not leave issues until the next day and then report to school- this puts everyone in a difficult position, but is most importantly not acting in the best interest of the child.

For further information refer to Keeping Children Safe in Education 2023 and our Safeguarding and Child Protection Policy.

31. Relationships

Having effective relationships is key in ensuring the school runs smoothly without complication.

Head Teacher: Staff who have concerns about the behaviour of the Head Teacher should raise their concerns with either another Leadership member, the chair of Governors, NSPCC Whistleblowing helpline or the Local Authority Designated Officer (LADO).

Governors: Staff who feel a Governor has acted improperly towards them should report this to the Head Teacher.

Contractors / Suppliers: Any relationships (personal or business) should be declared to the Head Teacher to avoid any allegations of favouritism.

New appointments: To avoid bias, employees should not be involved in the appointment of relatives or those with whom they have close relationships with outside of work.

Disputes between staff: constructive professional dialogue is a key element of collaborative working and being able to challenge appropriately and sensitively is imperative for a happy work place. However, we must ensure that we always conduct ourselves in a professional manner. Arguments that involve shouting, name-calling or inappropriate/ unprofessional conduct of any nature will not be tolerated. Please refer to the informal and formal grievance policy as well as the low-level concern policy. Any incidents that are brought to the attention of the head teacher will be investigated thoroughly and these investigations may involve the Chair of Governors and a Local Authority representative.

Please consider what you say about your colleagues. Speaking negatively and/ or

judgementally about colleagues (in a way that is not constructive or reporting concerns in the correct manner) can cause a great deal of upset as well as causing a tense working environment. This applies to the entirety of the staff team. Gossiping about others within the work place is unprofessional and could be construed as work-place bullying. If you have concerns about the conduct of any of your colleagues, please follow the whistleblowing policy or the low-level concerns protocol. If you are concerned about a colleague's personal well-being then please inform the phase leader or your line manager. There is an open-door policy at Glynwood and if you have any concerns about any aspect of school, then you are encouraged to speak to any member of the Senior Leadership Team, who will listen, and then if necessary, act accordingly. Problems are solved through effective communication and issues or challenges should be articulated fully, with clarity and professionalism.

32: Work Outside of School

Staff may take on additional work outside of their school role such as examination marking, private tutoring or working at summer schemes. Employees' off-duty hours are their private concern as long as they do not

- ✓ Compromise their position at the school.
- ✓ They should ensure there are no conflict of interest by carrying out the work.
- ✓ Staff should not carry out any work that may jeopardise the reputation of the school or compromise their suitability to work within the school.

33. Personal Interests

Staff must declare to the Head Teacher any personal and or financial interests that they have that may conflict with the School's interest.

34. School Security

ID Badges: Staff should wear their ID badge at all times. Outreach staff should ensure they are wearing their ID badge whilst conducting out of school working such as home visits.

Fobs / Keys: Do not give entrance fobs or keys to students. If you misplace your fobs / keys you must inform your line manager as this may be a security risk.

Adults on site: Adults on site must sign in and wear a visible visitor's badge. Those

without an enhanced DBS must be supervised at all times.

Concerns: Any concerns that may suggest the schools' security could be breached should be shared. If there is immediate danger then the member of staff should contact the police.

Lock down: In the case of a lock down situation, adults in the classroom should ensure that doors and windows are shut. Where possible shut all blinds too. Children should be kept inside the classrooms.

35. Staff WhatsApp Groups

Staff WhatsApp groups are useful for communication. There are two main groups that are used within school. These groups should only be used Monday – Friday from 7:45am – 5:30pm. Messages will only be posted outside these hours in emergencies. The groups should also not be used during teaching times.

Please also remember the protocol for informing the Head Teacher, Business Manager and your colleagues of your absence. This should be a **phone call** to Vicky in the morning between 7am and 7:30am. Supply staff can only be booked after 7am. An update during the working day regarding future absence should be given if possible, if this is not possible then please inform Vicky between 7am and 7:30am.

36. Mobile Phones

Mobile phones should be kept in cupboards or locked away during times when children are in class (as well as staff meetings). There may be occasional times when you are expecting an urgent call (e.g. from the doctor) – please inform your phase leader and those who you are working with when this is the case.

37. Drinks in classrooms

All staff are encouraged to have a water bottle in the classroom for their own wellbeing and to promote healthy water-drinking habits in pupils. Hot drinks are available in the staffroom and staff can take hot drinks (in a travel cup with a safety lid) to the classroom when children are not present. There may be occasions (when staff have been on playground duty for example), when staff may have a hot drink in the classroom with the children. It is essential that these drinks are in a travel cup with a safety lid.

Drinks such as fizzy pop should not be consumed in front of the children in the classroom (although staff can of course drink these drinks in the staff room).

38. E mails.

Staff have individual working patterns that fit around their family life and commitments. E mails may be sent outside of working hours, but there is no expectation that these will be read or responded to outside of normal contracted hours. It is up to individual staff members to check e mails at a time that suits them. To protect your well-being and work-life balance, please do not use an APP on your personal phone, that alerts you when you receive a work e mail.

39. Protect Yourself

Protect yourself by following these simple steps...

Responsibility: Take responsibility for your own actions.

Act: Act and to be seen to act in the best interests of the child.

Avoid: Avoid conduct that would lead any reasonable person to question their motivations and intentions.

Seek advice: Take advice from appropriate persons.

Discuss: Discuss any misunderstanding with senior management.

Identify risk: Identify and report any areas of risk / vulnerability. Remove yourself from the risk

Record: Record your concerns in writing.

Report: Pass on your concerns immediately

Union: All teaching and non-teaching staff are advised and encouraged to be part of a Union as they may need to seek advice and support. You never know when you may need their support.

40. Stay Safe by following our code of conduct

At our school we want you to have the confidence to do your job without worrying. If you feel unsure what you can and can't do, we ask that you speak to your phase leader or Head Teacher. **No question is a stupid question if it keeps you and others safe.**

Further support:

Head Teacher / DSL	Deputy Head / Deputy DSL
Vicky Nellis	Simon Otterson
Deputy DSL	HR Representative
Carolyn Dobbing Jude Etherington Sarah Brunskill Esther Commons Amy Lowres	Lisa Gellately
Chair of Governors	Data Protection Lead
Ms Heather Maddison	Simon Otterson

For further information refer to *Guidance for safer working practice for those working with children and young people in education settings* (October 2015)