



This Addendum must be read in conjunction with the School's own Code of Conduct for staff and other adults, brought to the attention of those currently employed or volunteering in the school and shared with those individuals upon induction to the Hub or setting.

## WALTON & LEES HILL CE PRIMARY SCHOOL

# CODE OF CONDUCT FOR STAFF AND OTHER ADULTS – COVID-19 ADDENDUM

**April 2020**

<i>At the time of publishing the following roles were held:</i>	
Designated Safeguarding Lead:	<b>Mrs FIONA STOBART</b>
Deputy Designated Safeguarding Lead(s)	<b>Mrs LYNN ROONEY</b>
Allegations against staff and other adults must be reported to the Head teacher:	<b>Mrs FIONA STOBART</b>
Allegations against Head teacher must be reported to the Chair of Governors:	<b>Mrs MARY ALSTON</b>

## REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	April 2020
2	Amendment to paediatric first aid requirements	April 2020
3	Updated to take into account the wider opening of schools from 1 June 2020	June 2020

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## 1. Introduction

This addendum has been created following DfE guidance on [safeguarding in schools and other providers issued by GOV UK](#) and applies to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units. It is an addendum to the School's Code of Conduct for staff and other adults which in turn complies with [Keeping Children Safe in Education 2019](#) statutory guidance and must be read in conjunction with the school Code of Conduct. The school's Code of Conduct for staff and other adults is available on request and must be read and understood by all those individuals who come into contact with children and young people in the school.

The 2019 guidance [and the published Addendum](#) issued by the 'Safer Recruitment Consortium' on which this Code of Conduct is based made it clear that whilst every attempt had been made to cover a wide range of situations, it should be recognised that any guidance cannot cover all eventualities. The current [pandemic is one such](#) example of a circumstance which had not been foreseen and where Government, local authorities, school leaders and staff are having to review and amend guidance rapidly.

Now, more than ever before, professional judgements may need to be made in situations not covered by existing guidance or which directly contravene the guidance given by the employer. In such circumstances, staff must always advise their senior colleagues of the justification for any such action already taken or proposed.

All staff have a responsibility to be aware of systems within their school which support safeguarding and any temporary amendment to these must be explained to them by senior managers. This includes [addendums to the:](#)

- [Child Protection Policy and procedures;](#)
- [Code of Conduct or Staff Behaviour Policy;](#)
- [Behaviour Policy and procedures;](#)
- [Online Safety Policy and the associated Acceptable Use Agreements;](#)
- [other addendums required as necessary.](#)

## 2. Definitions

References made to 'child' and 'children' refer to children and young people under the age of 18 years. However, the principles of this Code of Conduct apply to professional behaviours towards all pupils, including those over the age of 18 years. 'Child' should therefore be read to mean **any pupil** at the setting.

References made to employees, adults and staff refer to all those who work with pupils in this setting, in either a paid or unpaid capacity. This will also include, for example, volunteers and those who are not directly employed by the school e.g. Local Authority staff, sports coaches, independent supply staff and agency staff.

Wherever the term 'parent' is used, this includes any person with parental authority of the child concerned e.g. carers, legal guardians etc.

The term 'allegation' means where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

## 3. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those [children defined as vulnerable and those of](#) workers critical to the COVID-19 response - who absolutely need to attend. Schools are now being asked to open to a wider proportion of pupils but with some remaining at home and learning from home.

Despite the changes, the school's Code of Conduct is fundamentally the same with the following underpinning principles:

- **the welfare of the child/young person is paramount;**
- **staff should understand their responsibilities to safeguard and promote the welfare of pupils;**
- **staff are responsible for their own actions and behaviour both within and outside the school and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;**
- **staff should work, and be seen to work, in an open and transparent way.**
- **staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded in accordance with current school procedures.**
- **staff are encouraged to discuss with the DSL or other senior manager situations where their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school;**
- **staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation;**
- **staff should not consume, or be under the influence of, alcohol or any substance, including prescribed medication, which may affect their ability to care for children;**
- **staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity or, in the case of teachers, for acts of serious misconduct, prohibition from teaching by the Teaching Regulation Agency (TRA);**
- **staff and managers should continually monitor and review practice to ensure this guidance is followed;**
- **staff should be aware of and understand their establishment's Child Protection Policy and procedures (along with the COVID-19 Addendum to the Policy), Peer on peer abuse Policy and procedures, arrangements for managing allegations against staff, staff Code of Conduct/Behaviour Policy, Whistleblowing procedure and the Cumbria Safeguarding Children Partnership (SCP) procedures.**

This addendum sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies.

Some settings will have additional responsibilities arising from their regulations e.g. EYFS settings or as a result of their responsibility towards young people over the age of 18.

Unacceptable behaviour by adults in this school will not be tolerated and, where appropriate, legal or disciplinary action is likely to follow such behaviour. Once adopted, this Addendum may be referred to in any disciplinary proceedings following unacceptable actions by staff or other adults.

## **4. Responsibilities**

Staff are accountable for the way in which they exercise authority, manage risk, use resources and safeguard children.

All staff and other adults have a responsibility to keep pupils safe and protect them from abuse (sexual, physical and emotional) and neglect. Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and wellbeing. Failure to do so may be regarded as professional misconduct.

In addition to the responsibilities of individuals in the school outlined in the School Code of Conduct, the following additional responsibilities apply during the COVID-19 outbreak.

### **4.1 Governing Body**

The Governing Body will:

- update their Child Protection Policy and procedures and other broader safeguarding Policies and procedures in light of DfE guidance on safeguarding children during the COVID-19 pandemic. This can be by either amending the current Child Protection Policy to take account of the new advice issued or by the provision of an Addendum to the Policy and procedures;
- ensure that if there is no trained Designated Safeguarding Lead (DSL) or deputy DSL on site, **that this person or persons can be contacted by telephone or online video in the event of a safeguarding issue being raised by a member of staff or other adult.**

#### 4.2 Staff and other adults

In addition to the general expectations laid out in the school's current Code of Conduct, staff and other adults are expected to:

- understand how to raise a concern and contact designated staff or partner agencies such as the Cumbria Safeguarding Hub (0333 240 1727) if they have a concern about a child, particularly if the normal arrangements have been amended.

### 5. Power and positions of trust and authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in our school are in a position of trust in relation to all pupils on the roll.

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident. This is as relevant in the online/virtual world as it is in the classroom; staff engaging with pupils and/or parents online have a responsibility to model safe practice at all times. See also section 7.

### 6. Dress and appearance

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However, staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake.

The above also applies to online or virtual teaching or when working with small groups on site (in the case of those schools **that have opted to remain as childcare hubs or are initially open to vulnerable children or those of key workers with a view to opening to a wider pupil community at a later date).**

**Staff and other adults in our school are expected to wear clothing and accessories which in online engagement, is similar to the clothing they would wear on a normal school day.**

### 7. Communication with children (including the use of technology for online/virtual teaching)

The information provided at Sections 14 and 27 of the school's Code of conduct remains relevant. However, there has been a sharp increase in the use of technology for remote learning since March 2020 and this addendum provides some basic guidelines for staff and school leaders.

We will review our online safety Policy and procedures and Acceptable Use Agreement and amend these where necessary to ensure that all staff involved in virtual teaching or the use of technology to contact pupils are briefed on best practice and any temporary changes to policy and/or procedures.

When selecting a platform for online/virtual teaching, we will ensure that the 'provider' has an appropriate level of security. Wherever possible, staff will use school devices and contact pupils only via the pupil school email address/log-in. This ensures that the school's filtering and monitoring software is enabled.

In deciding whether to provide virtual or online learning for pupils, senior leaders have taken into account issues such as accessibility within the family home, the mental health and wellbeing of children, including

screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required etc.

Staff engaging in online learning must display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents.

The following points must be considered by staff:

- Think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred.
- Staff and pupils should be in living/communal areas – no bedrooms.
- Staff and pupils should be fully dressed.
- Filters at a child's home may be set at a threshold which is different to the school.
- Resources/videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content.

It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour etc.) with the child and/or parent immediately and end the online interaction if necessary.

Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues e.g. whether parental/pupil consent is needed and retention/ storage. If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately. Staff, parent and pupil AUPs should clearly state the standards of conduct required.

If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil/parent is not able to identify the staff member's personal contact details.

**Staff and other adults will not:**

- **contact pupils outside the operating times defined by the senior leader, take or record images of pupils for their own personal use;**
- **record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior school staff);**
- **engage online while children are in a state of undress or semi-undress.**

## **8. Intimate/personal care**

We have clear nappy and intimate care procedures which ensure that the health, safety, independence and welfare of children is promoted and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by recording systems.

Any vulnerability, including those that may arise from a physical or learning difficulty will be considered when formulating the individual pupil's EHC Plan or Individual Healthcare Plan (IHCP). The views of parents and the pupil, regardless of their age and understanding, will be actively sought in formulating the plan and in the necessary regular reviews of these arrangements. Any changes to the care plan will be made in writing and without delay, even if the change in arrangements is temporary e.g. staff shortages, changes to staff rotas during the pandemic etc.

Intimate and personal care should not be carried out by an adult that the child does not know. Anyone undertaking intimate or personal care in an education setting is in regulated activity and must have been checked against the relevant DBS barred list, even if the activity only happens once this includes volunteers. Volunteers and visiting staff from other schools should not undertake care procedures without full and appropriate training.

**In addition to the points made in the school's Code of **Conduct**, we will:**

- **update care plans in writing where appropriate e.g. because there are changes to staff rotas, etc.;**
- **ensure that, wherever possible, intimate/personal care is provided by staff known to the child;**



- ensure that only individuals that have been checked against the relevant DBS barred list are permitted to engage in intimate or personal care;
- ensure that temporary or visiting staff have been properly and appropriately trained in intimate and personal care procedures.
- ensure that appropriate levels of personal protective equipment (PPE) and arrangements for safe disposal of that equipment are provided for those involved in delivering intimate/personal care.

In addition to the points provided in the school Code of Conduct, staff and other adults will not:

- allow any adult to assist with intimate or personal care without confirmation from senior leaders that the individual is not barred from working in regulated activity.

## 9. One-to-one situations

To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one-to-one work will be undertaken. Each assessment will consider the individual needs of each pupil and will be reviewed regularly.

Arranging to meet with pupils from the school away from the work premises is not permitted unless the necessity for this is clear and approval is obtained from the Head teacher, the pupil and their parent.

If the school is open with only one or two children in the early stages with a view to opening more widely to others, there must be more than one member of staff present to meet fire safety, first aid, supervision and other emergency procedures.

For the duration of the current COVID-19 outbreak, school leaders will:

- keep pupil numbers under constant review;
- ensure that risk assessments and emergency procedures are reviewed in the event of lone working/very small numbers on site;
- liaise with the Local Authority on suitable alternative provision if the school needs to close due to very low pupil numbers.

Staff and other adults in this school are expected to:

- be aware of new and revised risk assessments, policies and procedures;
- always report to a senior leader any situation where a pupil becomes distressed, anxious or angry.

## 10. Home visits

All work with pupils and parents will usually be undertaken in the school or other recognised workplace. There are, however, occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits. In any event, however, we will ensure that all visits are justified and recorded. We will also ensure that staff are not exposed to unacceptable risk and that staff understand the purpose and limitations of welfare visits. Appropriate 'social distancing' rules will apply at all times.

In the current situation, we may ask staff to undertake welfare visits, particularly in the EYF stage or to primary aged children who are currently not in school. The school will take into account the advice of the Local Authority Early Years' service and/or Safeguarding Children Partnership when deciding whether these home visits are proportionate and desirable. Staff will normally undertake home visits with a colleague. Staff undertaking welfare visits will always try to give parents/carers advance warning unless there is good reason not to, e.g. because the visit has been prompted by safeguarding concerns and/or is at the request of children's social care. In these cases, one of the staff undertaking the visit will be a Designated Safeguarding Lead (or deputy DSL). The purpose of the visit will be clarified and staff made aware of the circumstances in which emergency services or partner agencies should be contacted.

In addition to the current control measures outlined in the school Code of Conduct, staff and other adults in this school are expected to:

- have a clear understanding of the actions that should be taken if it is believed that a child or parent is at immediate risk of harm, including when to contact emergency services and/or partner agencies;
- except in an emergency, never enter a home without the parent's consent or when the parent is absent. Current 'social distancing' rules must be applied.

## 11. First aid and medication

The information set out in the school Code of Conduct in relation to first aid and medication still applies. However it is noted that in exceptional circumstances, the Management of Health and Safety at Work Regulations 1999 do allow an organisation to function without any member of staff being trained in 'First Aid at Work'. If we have no trained first aider due to COVID-19, senior leaders will identify a senior person on site each day to lead on any crisis or serious incident including the provision of first aid. This person will be known as the 'appointed person'. This decision will be supported by our first aid risk assessment (suitably and appropriately amended) which takes into account the number of staff, children and/or other visitors on site, the proximity of emergency services, any particular risks presented etc. To this end, we will also ensure that hazardous activities and subsequent risks are kept to a minimum as much as possible.

Staff whose 'first aid at work' training is about to or has expired since 16 March 2020 will be made aware that the Health and Safety Executive (HSE) has agreed to an extension to 30 September 2020 to enable renewal to take place. Once face-to-face training becomes available, every effort will be made to ensure that those whose certificate has lapsed will be given the opportunity to attend refresher or updated training. The same applies to those with a certificate in Paediatric First Aid. Where no paediatric first aider is available for EYFS pupils, a risk assessment will be carried out which explains our reasons for not having such a person on site and the control measures we will put in place to mitigate against their absence.

Depending on the ages of the children accessing the provision, there may need to be at least one person trained in paediatric first aid at all times when children are on site.

## 12. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Our school has clear and accessible Whistleblowing procedure which has been reviewed/amended in light of the current pandemic.

We would remind staff of the routes for raising concerns, including how to escalate their concern if the normal routes for whistleblowing are impeded by the absence/illness of senior managers.