

# ISAMBARD KINGDOM BRUNEL PRIMARY SCHOOL

## STAFF CODE OF CONDUCT FOR SAFE GUARDING CHILDREN

At Isambard Kingdom Brunel Primary School (IKB), we believe in creating a whole school culture, including our nursery that is safe and inclusive. Our aims underpin our school culture through our IKB attributes: positivity, respect, understanding rights and responsibilities, resilience and rising to challenges leading to engagement and understanding for all. These attributes promote fairness and tolerance among all stakeholders. This code of conduct sets out eleven key principles for the creation and maintenance of a safe school and nursery culture.

### **Objectives of a safe school and nursery culture:**

- To safeguard pupils and protect staff
- To make explicit expectations of performance and conduct
- To minimise opportunities for abuse
- For all staff to have confidence to report concerns with full confidentiality
- To respond promptly to concerns: we always investigate and address issues
- To exercise appropriate sanctions
- To create and maintain an ethos of mutual respect, openness and fairness

### **Our Code of Conduct:**

All staff are expected to follow the school and Trust's policies including behaviour, anti-bullying and antiracism in all interactions in school or the nursery.

Pupils and staff are expected to work together to build relationships that are characterised by mutual and appropriate respect. Praise and building on the positive should always come first. Where firmness/admonition is called for, this should be exercised calmly, and staff should avoid shouting at pupils unless there is a Health and Safety risk. The school positive behaviour policy and associated documents establish expectations and approved sanctions in line with our restorative justice approach. All new staff should be issued with a copy of these policies, and any behaviour concerns should be dealt with in line with them.

Where a member of staff is having difficulties managing pupil behaviour, they should discuss this matter with their line manager at the earliest opportunity.

All staff should be aware of what physical contact with pupils is appropriate. Staff should only exercise physical restraint as a last resort to prevent injury. Staff are allowed to comfort a child who is hurt/distressed in a manner appropriate to the age or developmental stage of the child. Holding children's hands is generally appropriate in Foundation Stage and Key Stage 1. However, adults should not initiate any physical contact unnecessarily, and there should be clear boundaries.

### **Acceptable forms of intervention/touch**

Staff will have cause to have physical contact with pupils for a variety of reasons such as:

- To comfort a pupil in distress
- To gently direct a pupil
- For curricular reasons e.g. PE and Drama
- In an emergency to avert danger

**In rare circumstances when Restrictive Physical Intervention is warranted when physical contact takes place staff should consider:**

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location where contact takes place

Adults should avoid being in a room alone with a child where the door is closed, especially if there is restricted visibility into the room. If you need to talk to a child, either leave a door open and position yourself within sight of the door, or ask another adult to be present. However, there are circumstances where this is unavoidable and in these situations staff must take considerations of the risks involved such as discussing this with the Headteacher or designated safeguarding lead.

All staff are expected to treat each other with respect. Relationships between staff should be characterised by fairness, openness and respect. This means valuing all contributions, acknowledging difference, and working together to build a climate of continuous improvement. Politeness and respect are essential ingredients: where differences occur they should be dealt with calmly and fairly.

All staff should treat resources responsibly, and exercise due financial care. All staff have a responsibility to look after the resources of the school or nursery. This includes: not wasting resources unnecessarily (including physical resources and those such as heat/electricity); following the principles of 'reduce, re-use, recycle' where appropriate and signing out for items borrowed for home use. All money handled should be clearly labelled and sent as soon as practicable to the school office. Staff handling money frequently need to be aware of the Council's guidelines for handling money, and are expected to follow these. VAT receipts should be provided for items bought for school or nursery use.

All staff are expected to behave professionally, thoughtfully and responsibly and exercise confidentiality. Staff should be punctual and well-prepared and should carry out tasks to the best of their ability, taking pride in their work. All absence should be genuine. Staff are expected to dress appropriately; teachers and teaching assistants should set a good example in what they wear, avoiding clothing that is overly casual such as jeans. Staff should exercise due confidentiality towards matters that are either discussed or overheard.

Staff should seek to establish a welcoming, good and open relationship with parents. All parental concerns should be treated seriously and dealt with promptly.

All staff need to be aware of the policy and procedures for Child Protection. It is essential that all staff have regular training in Child Protection issues, and know the procedures for dealing with and reporting concerns.

All teaching staff need to exploit the potential of the curriculum to develop a proactive approach to behaviour and child protection issues through the creation of a positive classroom environment where all children are respected, and through PSHE and circle time in particular.

All staff need to be aware of how to record/report concerns ("whistleblowing"). Where staff have any concerns about another member of staff, these should be reported immediately to their line manager, or directly to the Headteacher. Where the concern is about the line manager or Headteacher, it should be reported to the next in line of authority. All concerns will be investigated thoroughly and confidentially, and appropriate action taken. See the Whistleblowing policy for details.

All staff are encouraged to look after their physical and mental wellbeing. This includes maintaining a healthy work-life balance. We take issues of stress very seriously, and look to provide appropriate support and help in these cases.

All staff should have access to counselling and support. Staff needing support are encouraged to discuss issues and concerns with their line manager in the first instance, and thereafter with the Headteacher. Support can be provided both internally (e.g. through the provision of a mentor), or externally through the Care First (including free telephone helpline) or Occupational Health Service. Trade Unions also provide help, support and advice for their members, and membership of a trade union is strongly encouraged.

**Conclusion**

By adhering to this code of conduct staff be assured they are playing their part in safeguarding pupils and protecting themselves. It is our expectation that all staff should sign a copy of this code of conduct.

Please sign and return the following page to the School Business Manager

**ISAMBARD KINGDOM BRUNEL PRIMARY SCHOOL  
STAFF CODE OF CONDUCT FOR SAFE GUARDING CHILDREN**

**I agree with Isambard Kingdom Brunel Primary School's Code of Conduct for Staff**

**Signed:** ..... **Name (please print):** .....

**Date:** .....

**Please sign and return to The School Business Manager.**

## **ISAMBARD KINGDOM BRUNEL PRIMARY SCHOOL CONTEXTUAL INFORMATION**

The Isambard Kingdom Brunel School Primary School (IKB) and The Bright Sparks Nursery are situated on Longforth Farm, Wellington. Wellington is a rural market town in Somerset. There has been significant growth in Wellington with two large housing developments underway Cades Gardens (700 dwellings) and Longforth Farm (500 dwellings) and a third with outline approval Jurston Farm (650 dwellings). There is a balance of affordable housing and high range houses in the development and the profile is similar to the current Court Fields School catchment. Court Fields is a sponsored secondary school within The Castle Partnership Trust and the children from IKB will feed into it.

There are five other main primary schools that feed into Court Fields, one of which, Wellesley Park Primary School, is already within the Trust. The Trust has a very good relationship with these schools who have been supportive with the development of IKB. All these schools are part of the Trusts Affinity Teaching School Alliance as well as working closely together in the Community Learning Partnership and through the Team Around the School agency. These links have been strengthened by the ambition of the Trust that every child in our catchment has an excellent education, that needs are identified early on and that we work together to support children and families.

IKB will open to Reception in the first year, beginning with a cohort of 20 children, and the Nursery provision in the first instance and then open the next year group in every subsequent year. It is a two-storey building on the site designated at Longforth Farm. The 14,000sqm site includes designated play areas for nursery and KS1 classes as well as a hard court and playground, a soft PE area, a large sports field and a planned forest school area. The building will have nursery and key stage 1 classrooms downstairs with key stage 2 classrooms upstairs, complimented by a library, studio area and large hall all of which is fully accessible with ramps and lifts.

IKB provides exceptional education for its pupils and works closely with its families to identify needs as early as possible. By engaging families at an early stage in their child's school life we can focus on the child's educational and developmental requirements quickly to ensure the best educational journey for the individual. We are committed to the locality, to building the best provision possible for every child through from Nursery to secondary school, in both academic and social, emotional and health education.

IKB believes strongly in the community, and the contribution that young people make is essential to the wellbeing of their local, national and global community. IKB will centre itself as a hub firmly in the heart of the local community and support the community by ensuring pupils have a clear sense of what makes a good citizen and a good neighbour and understand the responsibilities and the privilege of living in the UK. Pupils will have a strong sense of themselves in the local, national and global context so that they have clear sense of the responsibility they have to others, in the present and in the future. All children, staff and the wider school community share our IKB attributes which align with the school values and ethos.

Our IKB attributes include:

- We are positive - in our relationships with others and values that we share
- We are engaged - in our classroom learning and in wider school activities
- We are responsible - for the way we conduct ourselves in school and among the community
- We are respectful - to everyone we meet and to the property and resources that we share
- We are resilient - when things might not go the way we wanted and come back stronger
- We rise to challenges - to learn more about ourselves and to strive for further achievement

Through the entire IKB community demonstrating these core attributes IKB will create a shared identity within the Wellington community which will enable all stakeholders to strengthen their sense of achievement, belonging and participation both within themselves and collaboratively.

## **Families**

Of the 20 child cohort 19 of the families reside in Wellington, with the other family traveling from Taunton. 40% of the children attending reside in either Longforth Farm or directly next to the Longforth Farm estate, with a further 15% living within a 10 minute walk from IKB. The remaining 40% of children all reside in Wellington within a 15 – 30 minute walking distance to IKB.

## **Wellington**

Wellington parish described by the people who know it:

Mark Richmond – IKB chair of governors and long term Wellington resident

“Wellington is enjoying a period of growth as many new families recognise the benefits of a well-resourced and friendly town surrounded by open country and productive farmland. The town has a tradition of creativity and entrepreneurial energy centred on wool cloth for fine fabrics and military uniforms that created employment and growth in the past. After a period of decline many small and creative industries have sustained Wellington as an independent and sustainable community. Wellington has good housing, varied employment, local production of food and drink and a care for the environment which makes for a good quality of life. Wellington is a modest place, often overlooked and by passed, though the M5 provides good connection to Bristol and Exeter and beyond. It has a strong sense of community with many agencies working together to care for individuals and families.”

Tim Treanor – Reverend of St John the Baptist church, Wellington

“I have lived in Wellington for 6 years and on the surface it looks like a market town, however its roots are that of a factory town mirroring nearby Taunton.

Wellington was up until recently a tiny town but has seen a lot of growth since the 70s and 80s and even more presently with new estates like Longforth Farm. The centre of the town is medieval and its core are where many of the community resources are found (sports clubs, green spaces, hospital, etc). The new estates have completely changed the shape and space of the town. More families are moving to Wellington from the west midlands, but there is also movement of people within the town who require the more comfortable homes available on the new estates. Wellington having good accessibility and being on commuter routes has also drawn more people to the town who wouldn't before have come. The new estates have brought in more affluent families, however there are still pockets of poverty in the town that are some of the poorest areas in Somerset. Wellington has also seen a greater influx in residents from eastern European countries in recent years making it a much more diverse area than it was previously.

There is a strong sense of co-operation among everyone within the town and it has a civic community vibe with residents working together. Wellington has excellent school-church links which we are keen to get IKB involved with and embed the school as a hub within the community.”

## **Crime Statistics**

The local police station to IKB is Wellington Police Station: Victoria Street, Wellington, Somerset, TA21 8HR.

Team members include:

Daniel Bishop – Neighbourhood Sergeant

Rob Brown – Beat Manager

Simon Bramley – PCSO

Steve Hill – PCSO

Latest crime statistics in Wellington (TA21) display crime figures where there have been a total of 262 crimes between January and March 2020:

Crime	January 2020	February 2020	March 2020
Anti-social behaviour	13	14	32
Bicycle theft	0	1	0
Burglary	2	4	2
Criminal damage and arson	7	8	8

Drugs	2	1	0
Other theft	8	6	5
Possession of weapons	0	0	0
Public order	9	9	10
Robbery	1	1	0
Shoplifting	3	4	1
Theft form the person	1	0	0
Vehicle crime	4	3	1
Violence and sexual offences	31	29	39
Other crime	3	0	0
<b>Total</b>	<b>84</b>	<b>80</b>	<b>98</b>

The recent crime statistic evidence demonstrates that family and domestic issues are currently the biggest concerns in Wellington, with violent and sexual offences particularly high in the area at present and this is backed up by local police who are in agreement. Anti-social behaviour saw a spike by more than doubling in March and this is something that the local police are working closely with community members to reduce. Other types of crimes represented are all significantly below national averages in other areas of the UK.

### **EYFS Specific Safeguarding**

#### **Ratios**

At IKB our EYFS setting adheres to relevant ratios to ensure the safeguarding of all children who attend. In the Bright Sparks Nursery ratios are 1 teacher: 13 children with at least one other full and relevant member of staff with the level 3 qualification in childcare. When no teacher is present there is 1 staff member with at least full and relevant level 3 qualification and the supporting staff have a full and relevant level 2 qualification. In Reception the ratios are 1 teacher to 30 children and also there is a qualified teaching assistant in the class to support.

#### **Intimate Care**

There are times when a child may require a change of clothes whilst at school and when this occurs it is essential that there are guidelines for providing the intimate care of all children, including procedures for staff changing or supporting the changing of children in these circumstances.

These guidelines and procedures apply to changing a child in a range of circumstances, for example:

- When a child has wet or soiled themselves due to having not reached continence as part of a specific medical condition or global developmental delay.
- When a child has been vomited on or is wet or soiled themselves.
- When a child has become dirty or wet from involvement in play activities, for example; painting or water play.
- When a child requires support and assistance changing for physical activities.

These guidelines are designed to promote good practice and safeguard children and practitioners. These apply to everyone involved with the intimate care of children within the IKB EYFS department. For more information on intimate care please refer to the IKB EYFS Intimate Care Policy.

#### **Paediatric First Aid**

At IKB both the headteacher and school business manager will be fully first aid trained (3 day course) and both the class teacher and teaching assistant in the EYFS setting will be fully paediatric first aid trained (2 day course). For more information on first aid and staff training at IKB please refer to our IKB website under the Key Information tab.

### **Supervision**

The purpose of supervision of children is to provide a common understanding of all the issues involved; and also a continuity of practice throughout the school, which will help safeguard the welfare of both children and staff. Children can only accept greater responsibility for their actions if they are aware of the parameters for action. We

must be careful to ensure that the responsibilities we give them are within their capabilities to accept and not put them or others at risk by being unrealistic in our expectations. For more information on intimate care please refer to the IKB EYFS Intimate Care Policy.

### **COVID-19**

By September 2020 COVID-19 will still be having an impact on daily life in the UK and it is highly likely that many of our children will not have accessed a formal education setting (pre school or nursery) for many months, spending the majority of that time in the family home and only socialising with immediate family members. At IKB our first cohort for September will include 20 children and we will ensure the transition for every child is bespoke to the individual and will specifically meet their individual needs. The academic year will begin with home visits for all children and families from the class teacher and teaching assistant. This will be followed by a short period of a part time reception timetable where children will attend for the mornings only and then full time attendance will begin by mid-September. For those children not fully ready for full time attendance then part time attendance will be continued in coordination with parents/carers until the child is ready to attend full time. Each case will be reviewed on an individual basis.

In line with the updated COVID 19 DfE requirements from 27 March 2020, IKB will liaise closely with local safeguarding partners and other schools within The Castle Partnership Trust to ensure we are fully aware of the latest updates and advice to support our pupils and parents/carers. This includes Social Care, additional needs and the Local Authority Designated Officer. Where thresholds for support change, consideration will be given by the IKB safeguarding leaders for escalating concerns where required.

Ensuring that vulnerable children remain protected is always a top priority for IKB and remains so in this period. We will contact families directly to discuss the welfare and education provision for their child, involving social care and additional needs when applicable. We will ensure that the views of their parents/carers are captured and consider the following risks: - the potential health risks to the pupil from COVID-19, bearing in mind any underlying health conditions. We will seek advice from an appropriate health professional where required. All records will be maintained on our school online monitoring system.

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of our pupils, staff and parents. It is vital that we provide support at IKB. There are currently 2 members of staff at IKB who have recently completed a mental health first aid qualification and therefore have the knowledge to identify signs and symptoms of a potential mental health issue. IKB staff will provide support by:

- Daily check-ins with pupils
- Welfare checks with pupils and/or parents to include a discussion around wellbeing and further signposting as necessary
- Support from specialist staff (e.g. mental health first aid trained staff)
- Deliver wellbeing activities (in line with the PSHE curriculum) in class during PSHE lessons and circle time
- Wellbeing activities provided for pupils to complete at home if necessary and in coordination with parents/carers
- Signposting to mental health resources available online
- Referrals to external agencies where there are greater concerns around the wellbeing of a pupil

Support for staff around their wellbeing is also essential and this will be coordinated in line with trust policy. This includes through effective line management.