



St Ives Infant School

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Dear Parents/Carers

### Parents Evenings

Next week is the first of our parent's evenings for this academic year. This first meeting is very much a brief chat about how your child has settled into class and will give a short insight into what your child's next steps will be.

To facilitate this going ahead under the current restrictions we would like to offer the option of a phone call or a Google Teams meeting. The appointments will remain 10 minutes in length to ensure all parents/carers who wish to, can access this important meeting.

We will also send End of Year expectations for reading, writing and maths relating to the year group your child is in, next week prior to the meetings. Please also refer to the reading guidance which has recently been sent out to explain our approach to reading. This, along with our approach to phonics and the wider curriculum can all be found on our website.

To enable us to plan for this please complete the form below and **return by Wednesday 7<sup>th</sup> October**, at the latest. Appointments will be allocated in the order we receive them and please ensure they are returned to the class teacher.

We are unable to facilitate a longer call on these dates, so if you do require any further information please ensure you arrange this for an additional time. Appointments can be made for teacher call-backs through the office.

To reflect our new working procedures we have an addendum to our code of conduct which covers situations where staff are speaking to pupils, parents/carers via Google Teams or phone. This can also be found on our website.

Kind Regards

Mrs Leisa Farrar

Headteacher

Childs Name and Class					
Your Name					
Please indicate if you would prefer a Google Teams or phone appointment	Google Teams or Phone ** Delete as appropriate				
Relevant Contact number or email					
Preference of Day	Tuesday 13 <sup>th</sup> October			Thursday 15 <sup>th</sup> October	
Preference of time Please indicate your 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> preference	3.30 – 4.00	4.00 – 4.30	4.30 – 5.00	5.00 – 5.30	5.30- 6.00

# St Ives Infant School



## Code of Conduct Supporting Learning at Home Policy

September 2020  
Review Date 2021

Adapted from Rainbow MAT Code of Conduct - Supporting Learning at Home Policy

### **Context**

From the beginning of the new academic year- September 2020- parents are asked to keep their children at home if they displayed one of the Coronavirus symptoms. This means that, at some point, children will need to be supported to work from home in order for them to continue to have access to their curriculum.

St Ives Infant & Nursery School's Code of Conduct is fundamentally the same, despite the changes in this policy, 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, 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 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), arrangements for managing allegations against staff, staff Code of Conduct and Whistleblowing procedure.

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

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.

### **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, whether learning within a school setting or from home. Staff are expected to take reasonable steps to ensure pupil's safety and wellbeing. Concerns should be raised using the schools procedures for Child Protection and Safeguarding. Failure to do so may be regarded as professional misconduct.

### **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 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.

### **Dress and appearance**

Staff should select a manner of dress and appearance appropriate to their professional role, which may be different to that adopted in their personal life. Staff engaging in online learning must display the same standards of dress and conduct.

### **Communication with children (use of technology for online/virtual teaching)**

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.

**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.

The following points must be considered by staff during virtual lessons/calls:

- Think about the background; the background should be neutral, where possible
- Staff and pupils should be in living/communal areas – no bedrooms.
- Staff and pupils should be fully dressed. Dress must be appropriate.
- Professional language must be used at all times.
- Filters at a child's home may be set at a threshold which is different to the school.
- Staff must check the tabs that are open on their browser are appropriate for a child to see, if sharing their screen.
- 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.
- Staff should remind parents/carers who may also be on a virtual call that other children are present and might see or hear them and anything in the background.
- 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 should clearly state the standards of conduct required. A log will be kept of who is doing a video lesson/call, and when.

The following points must be considered by staff if phoning pupils

- Do this through parents' phones only (unless this itself poses a safeguarding risk), particularly in primary school, and in all cases make sure parents are aware and agree.
- Call in school hours unless agreed by Senior Leader and parent/carer.
- Make sure someone else at school is aware, and keep a record of the date and time of each call.
- Have a parent there at the child's end, and have the phone on speaker phone.
- 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.