



**MELLERS PRIMARY SCHOOL**  
**Protocol for staff members who have**  
**children/grandchildren/family members at**  
**the school**  
**JANUARY 2020**

## 1. Why do we need this guide?

- 1.1 At Mellers, we have a number of staff members who either currently have, or have previously had children enrolled at Mellers. It is acknowledged that whilst this is a positive thing, and those staff members have reported that it feels like quite a privilege, there are potential conflicts of interest that must be avoided.
- 1.2 Amanda Dawson, headteacher, met with a representative group of staff members who have experienced this to put together this protocol, which is to be used as guidance for all staff at Mellers. The group agreed that 'this is their world, not yours' and that it is of critical importance for your child to be able to establish friendships, manage change etc without the parent intervening. Staff members with children/grandchildren etc at the school will not receive preferential treatment and nor will their children; they will be treated in the same way as other parents, particularly with regard to information about progress, behaviour etc.
- 1.3 This protocol is also linked to our staff code of conduct, which is reviewed annually.

## 2. What does it mean to each group?

### 2.1 The parent/grandparent/aunty:

- 🛡 The overarching principle for those staff members who have family members enrolled at the school is that you 'leave your mum/dad/grandma/aunty hat at the front door when you arrive at school.' Between 8.45 and 3.15 you are a professional member of staff, and the relationship between you and your child should be conducted on a professional basis, with you as a member of staff (so referred to by your staff name, not 'mum/granny/aunty' etc). Before and after school, your relationship reverts to that of mum/granny/aunty and child
- 🛡 Before you/your child starts at Mellers, it's important to have a conversation with your child about how your relationship in school will be conducted; this might be more challenging for younger children
- 🛡 If your child requires first aid administering, it is not your duty or responsibility to do so, this must be done by the relevant person
- 🛡 We agreed that your child/grandchild etc should identify another member of staff from whom to seek comfort (if required), it must not be you
- 🛡 If your child is involved in a friendship dispute in school, you must not intervene in this or chastise the other children involved, it's important to remain professional and neutral. Please leave this to your child's teacher. If you do feel that the issue needs dealing with differently, make an appointment to see your child's class teacher in the normal way
- 🛡 If your child gets into trouble in school, you must let someone else deal with this, as would happen according to the school's behaviour policy. You must not get involved in this yourself
- 🛡 It's really important to make sure that you only ever have professional conversations about school out of school if your child/grandchild etc is present during the conversation
- 🛡 If you want information about how your child is doing at school, make sure these conversations happen as they would for any other parent (beginning and end of the school day or during a structured conversation/planned meeting); don't expect to be treated

differently to other non-staff parents of pupils at Mellers, this could be perceived as preferential treatment

## 2.2 The pupil:

- 🛡 Your parent/grandparent etc will have a conversation with you before you/they start at Mellers, and this will help you to understand that you will both have to behave quite differently with each other during school time: you have to treat them as a member of staff, not your mum/granny etc and they will treat you as they treat other children
- 🛡 Will refer to their parent, during school hours, by their professional name
- 🛡 Will not seek out the parent for comfort during the school day, but will seek out an agreed alternative member of staff with whom the pupil feels safe
- 🛡 If you are in trouble, hurt, upset you must find either your agreed member of staff, or someone else that can help you. This must not be your parent/grandparent.

## 2.3 Other staff members:

- 🛡 Even though the parent of a pupil in your class might also be a staff member, it's important that they are treated like all other parents and given the same opportunities to discuss their child's progress eg structured conversations. These should be offered in the normal way, with staff members attending as any other parent would
- 🛡 It's important that you don't give staff members extra information about their child if you wouldn't offer this information to all other parents. Unless it's an emergency, please don't get into the habit of updating staff members about how their child is doing/feeling etc as this can be upsetting and frustrating for staff members who are also parents, but could be perceived as giving those staff parents preferential treatment. However, if a child is seriously injured it is important to let the staff member know as soon as possible, as non-staff parents would also be contacted immediately should a serious injury occur

## 3. Maintaining boundaries

3.1 The group acknowledged that there are certain aspects of school life that present challenges for example being the TA in your child/grandchild's class or attending a residential visit with your child. School gives children an opportunity to develop and grow outside of the home environment, and having a parent/grandparent at school in close proximity has the potential to stifle that growth.

3.2 As a school we must be mindful of this, and will ensure that as a general rule, staff aren't directly teaching/supporting their own children in school and that children would be able to attend residential visits without their parent/grandparent/aunty etc there.