



St. Lawrence Church of England
Primary School

CHILDREN OF STAFF POLICY

SEPTEMBER 2026

Approved by: David Oludotun Fasanya (Chair of Governors)

Last reviewed on: September 2026

Next review on: September 2027

INTRODUCTION

At St. Lawrence Church of England Primary School, we recognise that some members of staff are also parents of children attending the school.

As outlined in our Behaviour and Relationships Policy, we are a school community rooted in our Christian vision and values, where every child is part of one family - a family committed to creating a happy, safe, caring and inclusive environment where every child can flourish.

This policy supports that vision by ensuring that all pupils are treated fairly, consistently and with respect, and that clear professional boundaries are maintained at all times. It reflects our shared commitment to strong relationships, high expectations and a restorative approach.

This policy also applies to matters relating to learning, assessment, attendance, SEND provision, school visits and wider school opportunities.

AIMS

This policy aims to:

- Foster positive relationships built on fairness, respect and trust
- Ensure all pupils are treated consistently, regardless of whether they are children of staff
- Maintain high standards of professional conduct and clear boundaries
- Promote confidence among pupils, parents and the wider community
- Support staff in managing the dual role of professional and parent

GENERAL PRINCIPLES

At St. Lawrence Church of England Primary School promoting good behaviour is a shared responsibility across our school family.

All pupils are expected to follow our school rules:

Ready • Respectful • Safe

Staff must ensure that:

- All pupils, including their own child, are treated fairly and consistently
- Professional boundaries are maintained at all times
- Their role as a parent does not influence professional judgement
- The safety, wellbeing and learning of all pupils remains paramount

PROFESSIONAL CONDUCT TOWARDS THEIR OWN CHILD

In line with our Behaviour and Relationships Policy, staff are expected to model the standards we expect from all members of our school community.

At all times, staff must treat their own child in a way that is:

- Fair
- Consistent
- Respectful
- In line with school expectations

We expect staff to ensure that their child:

- Aspires to be their best and do their best at all times
- Acts sensibly, responsibly and respectfully
- Follows all school rules and routines
- Upholds the values of the school community

Staff must not:

- Show favouritism towards their own child
- Apply sanctions that are overly lenient or overly harsh
- Remove their child from expectations, routines or consequences without appropriate justification
- Undermine the professional judgement of other staff
- Use their position to influence decisions about their child's behaviour, learning or provision

Staff must recognise that fairness is essential, and that any inconsistency - real or perceived - can undermine trust within the school community.

READY, RESPECTFUL, SAFE – EXPECTATIONS

The expectations for children of staff are identical to those for all pupils.

Ready

Children come to school prepared to learn, follow instructions and engage positively in lessons.

Respectful

Children show kindness, good manners and consideration towards others, including listening to staff and peers and responding appropriately.

Safe

Children make safe choices, follow instructions and contribute to a calm, secure environment for all.

Staff must ensure that their own child is supported to meet these expectations in the same way as all other pupils.

WORKING WITH THEIR CHILD'S CLASS AND TEACHER

Strong relationships between staff and families are central to our approach. Where a staff member is also a parent:

Staff must:

- Respect the professional role of their child's class teacher
- Follow the same communication processes as all parents
- Engage in discussions about progress or behaviour in an appropriate and professional manner

Staff must not:

- Use informal opportunities to discuss their child inappropriately
- Challenge staff decisions in front of pupils
- Expect preferential treatment or access

Where a staff member works directly with their own child, arrangements will be carefully considered to ensure fairness, transparency and consistency.

RESTORATIVE APPROACH

As set out in our Behaviour and Relationships Policy, we use a restorative approach to support behaviour and relationships.

If a child of staff does not meet expectations:

- The situation will be addressed in line with the Behaviour Policy
- A restorative conversation will take place
- The focus will be on understanding, repairing relationships and moving forward positively

Staff must support this process fully, recognising that:

- Children are responsible for their actions
- Mistakes are opportunities for learning
- Consistency is essential for all pupils

FAIRNESS AND PERCEPTION

The school recognises that perception is as important as practice.

Staff must be mindful that:

- Their interactions with their child are visible to others
- Other pupils and families may notice differences in treatment
- Trust in the school relies on fairness being clearly demonstrated
- Senior leaders will monitor this to ensure that expectations are applied consistently and equitably.

EDUCATIONAL VISITS & RESIDENTIAL VISITS

Where staff accompany educational visits or residential visits attended by their own child, professional responsibilities towards all pupils must take precedence. Arrangements may be put in place to ensure an appropriate balance between professional duties and parental responsibilities.

SAFEGUARDING AND CONFIDENTIALITY

Staff must ensure that:

- Their child does not access confidential information or discussions
- Professional and safeguarding boundaries are maintained at all times
- Any concerns will be managed in line with the school's Safeguarding and Child Protection Policy and *Keeping Children Safe in Education (KCSIE)*.
- Staff must not access information relating to their own child through school systems where they would not ordinarily be entitled to do so as a parent

CONCERNS AND ACCOUNTABILITY

Any concerns regarding the treatment of a child of staff will be taken seriously.

All staff are expected to:

- Be fair
- Be consistent in their approach
- Act professionally at all times

Concerns will be considered in line with staff conduct and safeguarding procedures.

IMPLEMENTATION AND CONSISTENCY

The school will ensure that:

- Expectations are clearly communicated to all staff
- Practice is consistent across the school
- This policy is applied in line with the Behaviour and Relationships Policy
- Senior leaders will monitor the effectiveness of this policy and ensure that it reflects the high standards expected across the school community.

APPENDIX: WORKING WITH YOUR OWN CHILD IN CLASS

Where a staff member works in the same class as their own child or has direct responsibility for them during the school day, clear professional boundaries must be maintained to ensure fairness, consistency and positive relationships.

At St. Lawrence, we recognise that this can be both rewarding and challenging. Staff are supported to manage this appropriately, always keeping the best interests of all pupils at the centre.

GENERAL EXPECTATIONS

Staff must ensure that:

- Their child is treated in line with the school's Behaviour and Relationships Policy at all times
- Their child follows the same expectations as all other pupils
- Their interactions with their child reflect the standards expected across the school

Staff must remain mindful that:

- During the school day, staff are expected to prioritise their professional responsibilities whilst maintaining their role as a parent.
- Consistency and fairness are essential for maintaining trust within the classroom

IN THE CLASSROOM

When working with their own child, staff should:

- Follow the same routines, expectations and structures as for all pupils
- Use the same language and behaviour management approaches as outlined in the Behaviour Policy
- Ensure that praise is proportionate and appropriate
- Ensure that corrections and consequences are delivered calmly and consistently

Staff should avoid:

- Giving additional attention to their child that is not afforded to others
- Over-correcting or applying harsher standards to their child
- Using informal or overly familiar language that differs from how they speak to other pupils

BEHAVIOUR AND RESTORATIVE APPROACH

If their child does not meet expectations, staff must follow the school's established approach:

- Speak calmly and respectfully
- Address the behaviour, not the child
- Use restorative conversations to support reflection and understanding

Where appropriate, another member of staff may:

- Support with the situation
- Lead the restorative conversation
- Provide an additional layer of objectivity

This ensures fairness and supports positive relationships for all pupils.

SEEKING SUPPORT

Staff are encouraged to seek support where needed. This may include:

- Discussing any concerns with a member of the Senior Leadership Team
- Agreeing strategies to ensure consistency
- Putting in place clear boundaries to support both the staff member and the child
- There is no expectation that staff manage challenging situations involving their own child in isolation.

MAINTAINING PROFESSIONAL RELATIONSHIPS

Staff must ensure that:

- Their interactions do not undermine the authority of other adults
- Their child responds to all staff members in line with school expectations
- Relationships remain positive, respectful and professional at all times

GUIDING PRINCIPLE

Our approach is underpinned by a clear principle:

All pupils are treated fairly, consistently and with respect, so that every child can feel safe, valued and ready to learn.