

**STAFF CODE OF CONDUCT**

This policy is for all staff teaching and non-teaching who work at Ratcliffe College

**Rationale**

In line with the School’s Mission Statement, we aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. Our Mission Statement is distilled into our Vision Statement, and our aim is to develop our children, pupils and students so that they have “Strength of Mind, Strength of Values, Strength of Purpose”.

Ratcliffe College is committed to ensuring that relationships between staff and students are conducted on a professional basis. Anticipation of possible risks and seeking to prevent all reasonable risk of misunderstandings and false allegations are seen as part of this commitment.

The Staff Code of Conduct has been written with regard to *‘Guidance for safer working practice for those working with children and young people in education settings’, October 2015.*

1. **Making professional judgements**

This policy cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour which is illegal, inappropriate or inadvisable. There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interest of a student which could contravene this guidance or where no guidance exists.

This means that where no specific guidance exists staff should:

* discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the Designated Safeguarding Lead (Deputy Head Pastoral of Senior School, Deputy Head of Preparatory School, Head of Nursery). This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted;
* always discuss any misunderstanding, accidents or threats with the Headmaster or designated safeguarding lead;
* always record discussions and actions taken with their justification;
* record any areas of disagreement and, if necessary refer to another agency: the LA/Ofsted/NCTL/other Regulatory Body

1. **Power and positions of trust and authority**

Staff should not:

* use their position to gain access to information for their own advantage and/or a student’s or family's detriment;
* use their power to intimidate, threaten, coerce or undermine students;
* use their status and standing to form or promote relationships with students which are of a sexual nature, or which may become so.

1. **Confidentiality**

This means that staff:

* need to know the name of their Designated Safeguarding Lead and be familiar with lscb child protection procedures and guidance (see Safeguarding and Child Protection Policy);
* are expected to treat information they receive about students and families in a discreet and confidential manner;
* should seek advice from a senior member of staff (ideally, the Designated Safeguarding Lead) if they are in any doubt about sharing information they hold or which has been requested of them; need to be clear about when information may / must be shared and in what circumstances;
* need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported;
* need to ensure that, where personal information is recorded using modern technologies, systems and devices are kept secure.

1. **Standards of behaviour**

Staff should not:

* behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model;
* make, or encourage others to make, sexual remarks to, or about, a student;
* use inappropriate language to, or in the presence of, students;
* discuss their personal or sexual relationships with, or in the presence of, students;
* make, or encourage others to make, unprofessional personal comments which demean or humiliate a student or make a scapegoat of a student, or might be interpreted as such.

This means that staff should:

* be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children;
* understand that a person who provides Early Years education or Childcare may be disqualified because of their “association” with a person living or employed in the same household who is disqualified.

1. **Dress and appearance**

Staff should wear clothing which:

* promotes a positive and professional image;
* is appropriate to their role;
* is not likely to be viewed as offensive, revealing or sexually provocative;
* does not distract, cause embarrassment or give rise to misunderstanding;
* is absent of any political or otherwise contentious slogans;
* is not considered to be discriminatory;
* is compliant with professional standards;
* is in keeping with the guidelines to the School’s dress code within the Staff Handbook.

1. **Gifts, rewards, favouritism and exclusion**

Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

This means that staff should:

* be aware of and understand the School’s relevant policies, (e.g. Behaviour, Rewards and Sanctions) for rewarding positive behaviour and the Bribery Policy;
* ensure that gifts received or given in situations which may be misconstrued are declared and recorded;
* only give gifts to a student as part of an agreed reward system;
* where giving gifts other than as above, ensure that these are of insignificant value and given to all students equally;
* ensure that all selection processes of students are fair and these are undertaken and agreed by more than one member of staff;
* ensure that they do not behave in a manner which is either favourable or unfavourable to individual students.

1. **Infatuations and ‘crushes’**

All staff need to recognise that it is not uncommon for students to be strongly attracted to a member of staff and/or develop a ‘crush’ or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question and does not appear to encourage this, and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

This means that staff should:

* report any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff;
* always maintain professional boundaries.

1. **Social contact outside of the workplace**

Staff should:

* always approve any planned social contact with students or parents with SLT; for example, when it is part of a reward scheme;
* advise SLT of any regular social contact they have with a student which could give rise to concern;
* refrain from sending personal communication to students or parents unless agreed with SLT;
* inform SLT of any relationship with a parent where this extends beyond the usual parent/professional relationship;
* inform SLT of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring.

1. **Communication with children (including the use of technology)**

Staff should ensure that they establish safe and responsible online behaviours, working to the Acceptable Use Policy which details how new and emerging technologies may be used.

This means that staff should:

* not seek to communicate/make contact or respond to contact with students outside of the purposes of their work;
* not give out their personal details;
* use only equipment and Internet services provided by the school;
* ensure that their use of technologies could not bring their employer into disrepute.

1. **Physical contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children; however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the student’s individual needs.

This means that staff should:

* be aware that even well-intentioned physical contact may be misconstrued by the student, an observer or any person to whom this action is described;
* never touch a student in a way which may be considered indecent;
* always be prepared to explain actions and accept that all physical contact be open to scrutiny;
* never indulge in horseplay or fun fights;
* always allow/encourage students, where able, to undertake self-care tasks independently;
* ensure the way they offer comfort to a distressed student is age appropriate;
* always tell a colleague when and how they offered comfort to a distressed student;
* establish the preferences of students;
* consider alternatives, where it is anticipated that a student might misinterpret or be uncomfortable with physical contact;
* always explain to the student the reason why contact is necessary and what form that contact will take;
* report and record situations which may give rise to concern;
* be aware of cultural or religious views about touching and be sensitive to issues of gender.

1. **Other activities that require physical contact**

In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the student. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

This means that staff should:

* treat students with dignity and respect and avoid contact with intimate parts of the body;
* always explain to a student the reason why contact is necessary and what form that contact will take;
* seek consent of parents where a student is unable to give this e.g. because of a disability;
* consider alternatives, where it is anticipated that a student might misinterpret any such contact;
* be familiar with and follow recommended guidance and protocols;
* conduct activities where they can be seen by others;
* be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact;
* read and understand the School’s policy on Use of Reasonable Force.

1. **Intimate / personal care**

There are occasions, in particular but not exclusively, in the Nursery (EYFS), where a child soils themselves and requires changing. Colleagues who are appropriately trained (minimum NVQ level 3) are reminded of the need to protect themselves and the child when assisting them to change a child into clean clothes.

This means that staff should:

* adhere to the Schools Wetting and Soiling Policy;
* make other staff aware of the task being undertaken;
* always explain to the student what is happening before a care procedure begins;
* consult with colleagues where any variation from agreed procedure is necessary;
* record the justification for any variations to the agreed procedure and share this information with the student and their parents/carers;
* avoid any visually intrusive behaviour;
* where there are changing rooms, announce their intention of entering;
* always consider the supervision needs of the students, and only remain in the room where their needs require this;

This means that adults should not:

* change or toilet in the presence or sight of students;
* shower with students;
* assist with intimate or personal care tasks which the student is able to undertake independently.

1. **Behaviour management**

Corporal punishment and smacking is unlawful in all schools and early years settings. Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, or demeaning or insensitive comments towards children is completely unacceptable.

This means that staff should:

* not use force as a form of punishment;
* try to defuse situations before they escalate; e.g. by distraction;
* keep parents informed of any sanctions or behaviour management techniques used;
* be mindful of and sensitive to factors, both inside and outside of the school or setting, which may impact on a student’s behaviour;
* follow the School’s Staff Code of Conduct;
* behave as a role model;
* avoid shouting at children other than as a warning in an emergency/safety situation;
* be aware of the legislation and potential risks associated with the use of isolation and seclusion;
* comply with legislation and guidance in relation to human rights and restriction of liberty;
* adhere to the Use of Reasonable Force Policy;
* always seek to defuse situations and avoid the use of physical intervention wherever possible;
* where physical intervention is necessary, only use minimum force and for the shortest time needed

This means that staff should not

* use physical intervention as a form of punishment

1. **Sexual conduct**

Any sexual behaviour by a member of staff with or towards a student is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a student under 18 years of age, and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

This means that staff should:

* not have any form of sexual contact with a student;
* avoid any form of touch or comment which is, or may be considered to be, indecent;
* avoid any form of communication with a student which could be interpreted as sexually suggestive or provocative, or give rise to speculation, e.g. verbal comments, letters, notes (hard copy, by email or on social media), phone calls, texts, physical contact;
* not make sexual remarks to or about a student;
* not discuss sexual matters with, or in the presence of, students other than within agreed curriculum content or as part of their recognised job role.

1. **One-to-one situations**

Staff working in one to one situations with students, including visiting staff from external organisations, can be more vulnerable to allegations or complaints. To safeguard both students and staff, a risk assessment in relation to the specific nature and implications of one-to-one work should always be undertaken. Each assessment should take into account the individual needs of each student and should be reviewed each year.

Arranging to meet with students away from the usual classrooms or designated working areas is not permitted unless the necessity for this is clear and approval is obtained from SLT, the student and their parents/carers.

This means that staff should:

* ensure that, wherever possible, there is visual access and/or an open door in one to one situations;
* avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy;
* always report any situation where a student becomes distressed or angry;
* consider the needs and circumstances of the student involved;
* endeavour to ensure that other staff know where the meeting is taking place and that they are in close proximity.

1. **Home visits**

All work with students and parents should usually be undertaken in the school or setting, 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.

This means that staff should:

* agree the purpose for any home visit with the Headmaster and with the student’s parents/carers;
* adhere to agreed risk management strategies;
* avoid unannounced visits wherever possible;
* ensure there is visual access and/or an open door in one-to-one situations;
* always make detailed records, including dates, and times of arrival and departure;
* ensure any behaviour or situation which gives rise to concern is discussed with the Headmaster.

1. **Transporting students - Conveying a student by car**

Colleagues are reminded that they must not offer lifts or agree to give lifts to students, unless this is for an organised School trip or visit which has been sanctioned by the Headmaster or member of SLT, and written consent has been obtained from the student’s parents. In such circumstances, a School car should be used. If not, colleagues must ensure that their car insurance covers this type of use.

This means that staff should:

* plan and agree arrangements with all parties in advance;
* respond sensitively and flexibly where any concerns arise;
* take into account any specific or additional needs of the student;
* have an appropriate licence/permit for the vehicle;
* ensure they are physically and medically fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive;
* ensure that if they need to be alone with a student this is for the minimum time possible;
* be aware that the safety and welfare of the student is their responsibility until this is safely passed over to a parent/carer;
* report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures;
* ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven;
* ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified.

1. **Educational visits**

Staff responsible for organising educational visits should read and understand the School Trips and Visits Policy.

This means that staff should:

* adhere to the Trips and Visits Policy;
* always have another adult present on visits, unless otherwise agreed with SLT;
* undertake risk assessments;
* have parental consent to the activity;
* ensure that their behaviour remains professional at all times;
* never share beds with a child/student;
* never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Headmaster, parents and students;
* refer to local and national guidance for Educational visits, including exchange visits (both to the UK and abroad)

1. **First Aid and medication**

Parents should be informed when first aid has been administered.

This means that, as a School, we should:

* ensure there are trained, named individuals to undertake first aid responsibilities, including paediatric first aid if relevant;
* ensure training is regularly monitored and updated;
* adhere to the Health and Safety Policy and Medical Policy and support students with medical conditions;
* review, at least annually – and when they are made aware of updates by Medical or pastoral staff – the Medical File which is kept locked in the Staff Room safe;
* always ensure that an appropriate health/risk assessment is undertaken prior to undertaking off-site activities by checking the Medical File and/or speaking to the School Nurse about the students that are accompanying them on the trip;
* explain to the student what is happening when administering first aid;
* always act, and be seen to act, in the student’s best interest;
* make a record of all medications administered;

1. **Photography, videos and other images**

Many educational activities involve recording images. These may be undertaken for displays and publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should staff be expected or allowed to use their personal equipment to take images of students at, or on behalf of, the School.

Early Years Foundation Stage (EYFS) only: EYFS staff are not allowed to use personal devices such as mobile phones, cameras, etc. to capture or record images of the children. They are not to be taken into classrooms and must only be used in designated staff areas. Any photographic recording of students must be done using School equipment only and deleted after printing.

This is not an exhaustive list. The principle is that staff should avoid actions or behaviour which may constitute poor practice or potentially abusive behaviour, or be open to misinterpretation.

This means that staff should:

* adhere to the School’s AUP;
* only publish images of students where they and their parent/carer have given explicit written consent to do so;
* only take images where the student is happy for them to do so;
* only retain images when there is a clear and agreed purpose for doing so;
* store images in an appropriate, secure place on the School network;
* ensure that a member of SLT is aware that the photography/image equipment is being used and for what purpose;
* be able to justify images of students in their possession;
* avoid making images in one-to-one situations.

This means that staff should not:

* take images of students for their personal use;
* display or distribute images of students unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child);
* take images of children using personal equipment;
* take images of children in a state of undress or semi-undress;
* take images of children which could be considered as indecent or sexual.

1. **Exposure to inappropriate images**

Staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

There are no circumstances that will justify adults making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the school or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

This means that staff should:

* abide by the AUP;
* ensure that children cannot be exposed to indecent or inappropriate images;
* ensure that any films or material shown to children are age appropriate.

1. **Personal living accommodation including on site provision**

Generally, staff should not invite any students into their living accommodation unless the reason to do so has been firmly established and agreed with their line manager and the student’s parents/carers.

It is not appropriate for staff to be expected or requested to use their private living space for any activity, play or learning. This includes seeing students for reasons such as discussion of reports, academic reviews, tutorials, pastoral care or counselling.

This means that staff should:

* be vigilant in maintaining their privacy, including when living in on-site accommodation;
* be mindful of the need to avoid placing themselves in vulnerable situations;
* refuse any request for their accommodation to be used as an additional resource for the school;
* be mindful of the need to maintain appropriate personal and professional boundaries;
* not ask students to undertake jobs or errands for their personal benefit.

Resident staff should also refer to the Policy on Students Visiting Staff Accommodation, which can be found in the Policies folder on the staff shared area.

1. **Overnight supervision and examinations**

There are occasions during public examination periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, examination boards may allow candidates to take an examination the following morning, including Saturdays. Under such circumstances, the school is responsible for ensuring that the appropriate JCQ guidance is followed <http://www.jcq.org.uk/exams-office/forms/overnight-supervision-form>

This means that:

* We will ensure that all arrangements reflect a duty of care towards students and staff;

Where staff do supervise candidates overnight:

* a full health and safety risk assessment will be undertaken;
* all members of the household must have had appropriate vetting, including, where eligible, DBS and barred list checks;
* all arrangements should be made in partnership and agreement with the student and parents/carers;
* arrangements involving one-to-one supervision should be avoided wherever possible;
* as much choice, flexibility and contact with 'the outside world' as possible, should be incorporated into any arrangement, so far as this is consistent with JCQ guidance;
* whenever possible, independent oversight of arrangements should be made;
* any situation which gives rise to complaint, disagreement or misunderstanding should be reported immediately to SLT;

1. **Curriculum**

Staff should:

* have clear lesson plans;
* take care when encouraging students to use self-expression, not to overstep personal and professional boundaries;
* be able to justify all curriculum materials and relate these to clearly identifiable lessons plan;

This means that staff should not:

* enter into or encourage inappropriate discussions which may offend or harm others, or undermine fundamental British values;
* express any prejudicial views;
* attempt to influence or impose their personal values, attitudes or beliefs on students.

1. **Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The Whistleblowing Policy is part of the Safeguarding and Child Protection Policy. Staff who use whistleblowing procedures should have their employment rights protected.

1. **Access to Boarding Accommodation**

Boarding accommodation is only accessible to boarders and appropriate staff. Accommodation areas are located within secure, key-coded doors. The codes are changed frequently to maintain a high level of security. Students are not generally permitted entry to staff accommodation areas.

In particular, the following should not occur under normal circumstances:

* visits by individual students for any reason – whether to meet the colleague or any member of their family;
* casual, unplanned visits in which students ‘drop in’ to visit members of staff;
* visits by any students for ‘disciplinary’ or ‘academic’ reasons (private tuition, etc.);
* visits by any students for ‘general social’ activities, such as watching a DVD. (There are plenty of common rooms where staff members could share this activity with students.)

Exceptions to this rule are set out within the Policy on Students Visiting Staff Accommodation.

1. **E-Safety and Bullying**

The School acknowledges that new technologies, while enhancing learning opportunities, can provide ways of exposing young people to potentially harmful experiences. All staff must take such abuse seriously. Procedures for E-Safety for staff are outlined below, and those for students in the Electronic and Mobile Devices Policy, which have regard to DSCF ‘Safe to Learn: Embedding anti-bullying work in school’ and LSCB guidance.

1. **Electronic Communication**

All staff, as part of their safeguarding and child protection training and E-Safety INSET, receive guidance to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm, for example, in one-to-one tuition, sports coaching, conveying a student by car, engaging in inappropriate electronic communication with a student via mobile phone, e-mail, social networking sites such as Facebook or any other form of electronic communication.

Staff are advised that electronic communication with students must, at all times, be professional. This applies largely to e-mail communication via the School network, and to the exchange of mobile telephone numbers (for example, sporting fixtures and trips).

Guidelines for staff regarding electronic communication:

* All staff are required to periodically (once a year) familiarise themselves with the contents of the School’s AUP and confirm their agreement by signing and dating it. The AUP can be found on the staff shared area, together with the Safeguarding and Child Protection Policy, Anti-Bullying Policy and Mobile and Electronic Devices Policy;
* Staff must not use personal mobile phones or personal cameras to take images of children in the school setting. Staff working within the EYFS setting are required to leave their mobile phones in the staff room;
* Only School cameras can be used to take photographs of school children;
* Staff must not accept current students as friends or request current students as friends on social networking sites such as Facebook;
* Should a member of staff wish to contact a past student who has recently left the School, they are advised to do so via the Old Ratcliffian Association and exercise caution if using a social networking site especially for students who have recently left the School in Year 11. It is strongly advised that colleagues use the OR website for conduct until past students are 21 years of age;
* Staff who use social networking sites must ensure that they protect themselves from potential harm by deploying the necessary level of security on their page. Colleagues are reminded of the potentially serious consequences for inappropriate use of mobile and online technologies, and the ease with which inappropriate material can be passed on to a very wide audience of people, including students and parents;
* Staff should not share their personal mobile telephone number with students or parents except in an emergency. For trips and visits, sports fixtures and day events, staff are asked, under normal circumstances, to use a School mobile phone for all communication with students and parents. These can be borrowed from the Director of Finance ‘s Secretary.
* Members of the boarding staff may share the duty mobile telephone number with members of the boarding community, including students and parents, under the strict understanding that it is used appropriately. For example, staff may request a student to confirm their arrival at a travel destination or in the event of an emergency. The duty mobile should not be used for general informal conversations or chat, either verbal or by text. Where staff do need to text a student, it is good practice to copy another member of staff into the text;
* Staff may, if appropriate, contact students using the School e-mail system regarding academic or pastoral matters only. Colleagues must not contact students via their personal e-mail address.
* If a member of staff decides to e-mail a student using the School e-mail system, the following simple guidelines must be followed:

1. All correspondence must be written in a formal style beginning with ‘Dear’ and ending with ‘Yours sincerely’ or ‘Kind regards’. The e-mail must always be signed using Mr, Mrs, Miss or similar appropriate salutation. First names must not be used;
2. Colleagues are asked to copy the e-mail to themselves and at least one other member of staff, such as a departmental colleague or Head of Department, so that the content of any e-mail is not perceived to be confidential;
3. E-mails sent to students should, under normal circumstances, be sent during normal School hours (8.00am-6.30pm), and no later than 9.00pm;
4. Colleagues must not refer to any other student or member of staff within the e-mail unless those individuals have given their permission and are copied into the e-mail.
5. Colleagues should only e-mail students about routine matters. E-mails to students must not display emotion such as displeasure or anger which could unnecessarily upset a student or indeed any level of affection that could be misunderstood or misinterpreted by a student.

* Staff may contact parents using the School e-mail system but are strongly advised not to contact parents regarding School business from their personal e-mail account. If a member of staff decides to e-mail a parent, they should follow the same guidelines as those set out above for e-mailing students, in addition to those set out below:

1. When making the initial contact about a potentially sensitive matter such as poor standard of work or misbehaviour, colleagues must always attempt to speak to a parent first by telephone. If the matter cannot be resolved by a telephone call, seek a face-to-face meeting before resorting to e-mail, unless a parent or guardian has expressed a desire to use this form of communication or where other means of communication are not possible, such as with overseas boarders. However, staff must exercise caution when communicating any contentious or critical material by e-mail, and have the contents checked thoroughly by a colleague to ensure that the content and tone is appropriate. If you are unsure about an e-mail, don’t press send until you have spoken to a member of SLT or the Head of Department.
2. The content of any e-mail should not be anything that you would not be prepared to say to a parent face-to-face;
3. If colleagues receive an e-mail from a parent which pertains to a routine matter or a simple question, colleagues should answer by e-mail promptly, following the guidelines set out in this policy;
4. Never respond to a parent in anger or frustration, and especially not by e-mail. Discuss sensitive matters with your Head of Department and/or Head of Year or a member of SLT before making any level of response;
5. Having decided to e-mail a parent about a potentially sensitive subject, do so only to arrange a face-to-face meeting or telephone conversation, and ensure that it is copied to another member of staff;
6. If you are responding to a parent by e-mail, ensure that your response is a new e-mail and does not include previous e-mail traffic between other staff;
7. If you receive an unpleasant communication by text, e-mail or any other electronic means, report it immediately to a member of SLT. Do not respond.
8. **Process for managing allegations of malpractice**

Should a member of staff be accused of falling short of the expectations and guidelines set out in the Staff Code of Conduct, the matter will be sensitively handled by the Headmaster with the support of appropriate members of SLT and the Human Resources Manager. Depending on the nature of the allegation, SLT will act in accordance with the relevant policy and procedures of the School.

1. **Monitoring**

The Staff Code of Conduct is monitored by the Senior Deputy Head and Deputy Head Pastoral through liaison with the Head of EYFS and the Deputy Head of Preparatory School, who evaluates the effectiveness of the policy in the EYFS and the Preparatory School.

1. **Review**

This policy is reviewed annually was last reviewed by Deputy Head Pastoral, January **2018**

1. **Links to other Policies**

* Acceptable Use Policy
* Bribery Policy
* Capability and Disciplinary Procedures
* Medical Policy
* Mobile and Electronic Devices Policy
* Policy on Students Visiting Staff Accommodation
* Safeguarding and Child Protection Policy
* Trips and Visits Policy
* Use of Reasonable Force Policy
* Wetting and Soiling Policy

**Key**

AUP = Acceptable Use Policy

LA = Local Authority

DBS = Disclosure and Barring Service

DSCF = Department of Children, Schools and Families

EYFS = Early Years Foundation Stage

LSCB = Leicester and Rutland Safeguarding Children Board

NCTL = National College for Teaching and Learning

NVQ = National Vocational Qualification

Ofsted = Office for Standards in Education, Children's Services and Skills

SLT = Senior Leadership Team