

## Staff Code of Conduct

### Legal Status:

This Code of Conduct complies with Regulation 3 paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance concerning safeguarding children to which schools are obliged to have regard.

### This code has regard to:

- *Keeping Children Safe in Education Statutory Guidance for Schools and Colleges* (KCSIE) (DfE, 2022), and *Working Together to Safeguard Children* (WT) (HM Government, July 2018, updated 2019).
- The Children Act 1989 and 2004 along with Section 157/175, Education Act (2002)
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- *Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings* (Safer Recruitment Consortium, October 2015)

### The code applies to:

- the whole school, out of school care and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the Proprietor, the Directors, contractors and volunteers working in the school, and for the school. This includes designating a practitioner to take lead responsibility for safeguarding children and liaising with the local authority children's agencies as appropriate.

### Related Documents:

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| <ul style="list-style-type: none"><li>• Anti-Bullying, Supervision of Pupils and Behaviour Policies;</li><li>• Safeguarding Policy;</li><li>• Online Safety Policy;</li><li>• Safer Recruitment Policy;</li></ul> | <ul style="list-style-type: none"><li>• Contract of Employment, Employment Policies, Equality &amp; Diversity Policy;</li><li>• Acceptable Use of IT Policy and Agreement – Staff and Directors</li><li>• School Covid-19 Risk Assessment</li><li>• Whistleblowing Policy</li><li>• Data Protection Policy</li></ul> |
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### Availability:

This policy is provided to staff on confirmation of their appointment, and an update is re-issued each September.

### Monitoring & Review:

- This policy is subject to continuous monitoring, refinement and audit by the Head and Designated Safeguarding Leads (DSL).
- The Head and the Chairman of the Board of Directors undertake a formal annual review of this policy.

### Signed:



Fraser Halliwell  
Head  
August 2022



Dr Colin Diggory  
Chairman of the Board of Directors

## 1 Preamble

1.1 All staff at Radnor House Sevenoaks have an overriding responsibility to act and to conduct themselves at all times in a manner which makes a positive and active contribution to the education and welfare of the pupils in our school and in our care. All staff must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own presentation, attendance and punctuality. Also they must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Our Staff Code of Conduct covers staff behaviour, pupil relationships and communications including the use of social media.

1.2 **In the event of a further outbreak of Covid-19 requiring a change in school procedures,** all staff must read and adhere to the instructions and procedures set out in the school's Covid-19 Risk Assessment. This RA document **will then be** updated periodically, and staff members must ensure that they check it regularly, to keep up to date with changes contained therein.

1.3 Definitions used in this Code of Conduct are as follows:

- **'Fundamental British Values'** is taken from the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in post-16 education.
- **'School'** means whatever educational setting the standards are applied in.
- **'Special educational needs and/or disabilities (SEND)'**, as defined by the Department for Education.
- **'Staff'** means all teaching and support staff, the Proprietor, the Directors, contractors, agency staff and volunteers working in the school, and for the school.
- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010.

1.4 Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

1.5 Members of staff must

### **Set high expectations which inspire, motivate and challenge pupils:**

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; and
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **Promote good progress and outcomes by pupils:**

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching; and
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **Demonstrate good subject and curriculum knowledge:**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest

- in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics; and
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**Plan and teach well-structured lessons:**

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and pupil's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching; and
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**Adapt the teaching to respond to the strengths and needs of all pupils:**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development; and
- have a clear understanding of the needs of all pupils, including those with special educational needs and disabilities; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment:**

- knowing and understanding how to assess the relevant subject, therapy and curriculum areas, including statutory assessment requirements;
- making use of formative and summative assessment to secure pupils' progress;
- using relevant data to monitor progress, set targets, and plan subsequent lessons; and
- giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**Manage behaviour effectively to ensure a good and safe learning environment:**

- having clear rules and routines for behaviour in classrooms, taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy; always use praise, sanctions and rewards consistently and fairly;
- managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them; and
- maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- 1.6 Those members of staff working in or visiting the EYFS must comply with the policy guidelines laid down in the school's EYFS policies and the specific requirements for mobile technology and cameras set down within the Safeguarding and Online Safety Policies.
- 1.7 In addition any person in the EYFS should ensure that any medication taken by them is locked securely away from the pupils.

## 2 Personal and Professional Conduct for all teaching and non-teaching staff

- 2.1 At Radnor House Sevenoaks it is incumbent on all staff including volunteers to comply with the following Professional Code of Conduct, and to conduct themselves in line with the school's Anti-Bullying, Supervision of Pupils, and Behaviour Policies (inclusive of their associated documents). Conduct deemed to be in contradiction to that detailed in this Code of Conduct might be a matter for disciplinary action. All staff are required to demonstrate consistently high standards of personal and professional conduct at work, but also outside of work, including in the online environment.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout the person's time at Radnor House Sevenoaks.

"We have a duty to uphold public trust in us as professionals and to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a staff member's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions, showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs and thoughts are not, directly or indirectly, expressed in ways which exploit pupils' vulnerability or might lead them to break the law."

- 2.2 These guidelines are designed to encourage an atmosphere of trust in which all colleagues can conduct their professional lives with confidence. The school recognises the need for, and the desirability of, friendly and respectful social and professional rapport between staff and pupils. Happy relations in the school are essential. Staff must conduct themselves professionally in their relationships with pupils, parents and staff and must not behave in a way that could bring the school into disrepute. Members of staff and volunteers need to be aware that unwary actions can be misconstrued as unprofessional conduct.

- 2.3 To avoid misunderstandings the following should be adhered to carefully:

- One-to-one meetings with pupils should, wherever possible, take place in public or semi-public places such as classrooms or offices;
- When in a private meeting with a child or one-to-one session as occurs with therapists, ensure furniture is positioned to allow easy access into or out of the room
- At no time will staff travel unaccompanied outside of the school with pupils;
- At no time will staff transport pupils in their own cars;
- Exercise particular caution and sensitivity before visiting lavatories or changing areas. Members of staff of the opposite sex/gender should never be in girls'/boys' changing areas unless accompanied by a member of staff of the same sex/gender as the pupils; ideally members of staff should not go into any pupil changing area on their own, they should do so with a colleague.
- Never be behind a locked door with a child;
- Outward displays of affection are only appropriate in the case of comforting a distressed child, and should never occur unless there is another adult present;
- Do not text or use any form of online messaging to pupils;
- Take great care that relationships with individual pupils are kept on a professional level. It is important that all pupils are treated the same and that discipline is friendly, fair, consistent and impartial. Take care that "joking comments", or "banter" cannot be misconstrued to give offence;

- Do not be party to gossip about colleagues or pupils or parents;
- Pay particular attention to the guidance about interacting with pupils via social media and other forms of electronic communication as detailed in the school's Online Safety Policy;
- The highest level of confidentiality should be maintained at all times in relationships with both adults and pupils. Make it clear that there are certain circumstances (e.g. where a child is suffering or is likely to suffer harm) when other people will need to be told so that the community or the pupil can be protected. If a pupil asks to tell a member of staff something in confidence, they should always be told that this will depend upon the circumstances and absolute confidence cannot be guaranteed;
- If a pupil behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the pupil is immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Head immediately.

### **3 Whistleblowing**

- 3.1 The term "whistleblowing" means the confidential raising of problems or concerns within an organisation by a member of staff. This is not "leaking" information but refers to matters of impropriety, e.g. a breach of law, school procedures or ethics. Nor is whistleblowing the raising of a grievance within the school (which would be dealt with under the staff grievance procedures).
- 3.2 Staff are hereby referred to the school's Whistleblowing Policy, which all members of staff are given during their induction into the school, and which is updated and distributed to all staff annually.

### **4 Safeguarding**

- 4.1 Safeguarding is the responsibility of all who work, volunteer or learn in our school, and everyone is required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (Deputy DSLs). Radnor House Sevenoaks recognises it is an agent of referral and not of investigation.
- 4.2 It is essential that all members of staff read and familiarize themselves with the procedures laid down in the school's Safeguarding Policy as well as the guidance provided by the DfE document Keeping Children Safe in Education (Sept 2022) Part 1 and Annex B.
- 4.2 Any person may make a referral (including whistleblowing) to external agencies such as the Kent Local Safeguarding Children Board Single Point of Access (SPA), Local Authority Designated Officer (LADO) and the police, if necessary. Note the guidance in our Safeguarding Policy.
- 4.3 We make it clear both in induction and other training, and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school a positive safeguarding culture. The school provides immunity from retribution or disciplinary action against such staff for whistleblowing in good faith. At all levels, including newly appointed staff, third-party contractors, supply and volunteers, briefing or training is given on responding to suspicions or allegations of abuse and knowledge of what action they should take in response to such suspicions or allegations.
- 4.4 Low-level safeguarding concerns about staff members (including supply staff, volunteers and contractors) - These are allegations that do not meet the 'harms/allegations threshold' or are otherwise not considered serious enough to consider a referral to the LADO, however it does not mean that they are insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that is inconsistent with this Staff Code of Conduct, including inappropriate conduct outside of work. , These low-level concerns must also be reported to the Head, or where there is a conflict of interest in reporting the matter to The Head, are to be reported immediately to the Chair of Directors without informing the Head, or any other person. Please see the Low-level Safeguarding

**Concerns Policy for full details.** Where there is in any doubt whatsoever about the classification of a reported concern, The Chair of Directors, Head, or DSL (as appropriate) will seek advice from the Local Authority Designated Officer (LADO) on a no-names basis.

- 4.5 Early identification and prompt management of all concerns about the behaviour of adults who work or volunteer with children is critical to effective safeguarding. All staff recognise that KCSIE 2022 requires that low-level concerns must be shared. Staff must therefore:

- **report** any behaviour by another adult towards a pupil or another child that may have concerned the;
- **self-report** in any situation where they feel their behaviour towards a pupil or other young person could be misinterpreted or misconstrued or leave them vulnerable.

Full details of how to deal with allegations and concerns can be found in KCSIE 2022, the school's Safeguarding Policy and Low-level concerns Policy.

- 4.6 Examples of such behaviour could include, but are not limited to: being over-friendly with children; having favourites; taking photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door; **humiliating pupils**; or using inappropriate sexualised, intimidating or offensive language. It is very important that low-level concerns are shared by staff as they arise, as the school wishes to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour (which are set out in this Staff Code of Conduct) are constantly lived, monitored and reinforced by all staff.
- 4.7 The staff and directors of the school seek to run all aspects of school business and activity with full regard for high standards of conduct and integrity. If members of school staff, parents, directors or the school community at large become aware of activities which give cause for concern, they must refer to the school's Whistleblowing Policy, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion, under the school's disciplinary procedure. The school is committed to tackling fraud and other forms of malpractice and treats these issues seriously. The school recognises that some concerns may be extremely sensitive and has therefore developed a system which allows for the confidential raising of concerns within the school environment.

## **5 Punishments that are humiliating or degrading will not be used.**

- 5.1 The following sanctions / punishments will *never* be used:-

- Any form of hitting of a child (including hitting a child in anger or retaliation); or threatening behavior, ie acts or words; or words said in the form of a joke or 'banter'. 'Banter' is bullying, and will always be treated as such, see the school Anti-Bullying Policy.
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- The forced requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a child.

- 5.2 Corporal Punishment *is not allowed* or deemed to be acceptable at any time at Radnor House Sevenoaks. However, teachers and other staff are entitled to use reasonable force to control or restrain pupils in certain circumstances including disruptive behaviour when safety is paramount. Further guidance is available and can be found in the section 6 below.

- 5.3 Specifically, under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited for all pupils in independent and maintained schools. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies

to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors and contractors. Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. Teachers' powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain. The school policy is that under no circumstances will corporal punishment ever be used. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

## **6 Physical Restraint**

- 6.1 School staff are aware of the DfE Guidance Use of Reasonable Force – Advice for headteachers, staff and governing bodies (July 2013), and DfE Guidance 'Keeping Children Safe in Education' (Sept 2022), paragraphs 162 – 164 'The use of 'reasonable force' in schools and colleges'.

Teachers in Radnor House Sevenoaks do not hit, push or slap pupils. Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. We use physical restraint, such as holding, only to prevent physical injury to pupils or adults and/or serious damage to property.

- 6.2 Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and recorded in the pupil's personal file. The pupil's parents are informed on the same day.
- 6.3 Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and pupils, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

## **7 Trust and Ethical Conduct**

- 7.1 As a result of our knowledge, position, and/or the authority invested in their role, all our staff are in positions of trust. A member of staff can be described as in a position of power or influence because of their role. It is vital for all staff to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. Staff are expected to ensure that while there is an unequal balance of power, staff have a responsibility to ensure that this is not used for personal advantage or gratification. Staff will always maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others. We expect all staff to report and record any potential incident, whether inside or outside the school.
- 7.2 Sexual Activity - It is an offence for a member of staff or anyone working at Radnor House Sevenoaks (who are in positions of trust), to engage in sexual activity with, or in the presence of, any pupil or to cause or incite any pupil to engage in or watch sexual activity. It is also an offence to engage in sexual activity, as detailed above, with *any* child under the age of 18. Any sexual activity between a member of staff and a child or young person with whom they work, or have previously worked with, may be regarded as a criminal offence and will always be a matter for further investigation, that may lead to disciplinary action/criminal proceedings. Staff, and those working with pupils, must clearly understand the need to maintain appropriate boundaries in their contact with pupils. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is unacceptable conduct. *Working Together to Safeguard Children* defines sexual abuse as forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.
- 7.3 Discussion of the procedures set out in that document forms a vital part of our induction procedures. We make it clear in induction and other training, and in guidance provided for staff, and those working with pupils, that they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture in the school. This Code of Conduct, along with the school's Safeguarding Policy, provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper



training.

The Head should always be informed if a member of staff has any concerns in order to ensure the activation of appropriate procedures. For their own safety and protection, staff, and those working with pupils, should exercise caution in situations where they are alone with pupils. These may include: musical instrument tuition, 1:1 coaching, pupil counselling, sport coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on. In a 1:1 situation, the door should be left open.

- 7.4 Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head and parents on the same day.
- 7.4 Grooming - grooming embodies the sole purpose of gaining the trust of a child or young person and manipulating that relationship so that sexual abuse can take place. Staff are aware that constantly conferring inappropriate special attention and favour upon a child can be construed as being part of grooming behaviour; to which the disciplinary procedure will be considered accordingly.
- 7.5 Social Contact - school staff should also be alert to the possible risks that might arise from social contact with pupils outside of Radnor House Sevenoaks. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Head. Visits/telephone calls, texts or emails by pupils to the homes of staff members, or by staff to pupils, should only occur in exceptional circumstances and with the prior knowledge and approval of the Head.

## **8 Personal relations**

- 8.1 No pupil will be invited into the home of a member of staff, or anyone working for Radnor House Sevenoaks, unless the reason has been firmly established and agreed with parents, guardians or carers, and the Head has given his/her consent.
- 8.2 Gifts, Rewards, Favouritism - All giving of gifts or rewards are part of our Behaviour Policy for supporting positive behaviour or recognising particular achievements. There may be specific occasions when staff may wish to give a child a personal gift. This is only acceptable practice where, in line with the agreed policy, senior managers and parent/carer(s) have discussed the reasons for it and the action is recorded. Any gift should be openly given and not based on favouritism. Staff must remain alert at all times to the fact that the giving of gifts can be misconstrued as a gesture to either bribe or groom a child.
- 8.3 Staff will take care in selecting pupils for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection will always be transparent and subject to scrutiny. Care is taken to ensure that no member of staff accepts any gifts that might be construed as a bribe by others or lead the giver to expect preferential treatment.
- 8.4 There are always occasions in school when pupils or parents wish to pass on a small token of their appreciation such as a thank you. However, it is unacceptable to receive gifts on a regular basis, or of any significant value.
- 8.5 Employees may accept gifts up to the nominal value of £50. Employees should notify the Business Manager if they receive a gift that is in excess of £50.00 nominal value. If the value is unknown and it is not inconceivable that it may be in excess of £50.00 nominal value, the Finance Office should be informed. They will make the decision as to the estimated value of the gift. The details will be entered onto a log accessible to them. The log should be reviewed on a regular basis by the SLT.
- 8.6 Members of staff should never reveal their personal telephone numbers, email address and other contact details to pupils.
- 8.7 Infatuations - Occasionally a child or young person may develop an infatuation with a member of staff who works with them. Members of staff are required to deal sensitively with these situations and to maintain the dignity and safety of all concerned. Such situations carry a high risk of words or actions being misinterpreted and they must ensure that their own behaviour is beyond reproach. A member of staff who becomes aware that a child



or young person is developing an infatuation must discuss this with a senior manager and alert the Head at the earliest opportunity so that appropriate action can be taken to avoid any hurt, distress or embarrassment from the child, family or staff's perspective.

- 8.8 *Concerns about the welfare of colleagues or pupils should be communicated to the Head immediately. Do not ever assume that this is someone else's responsibility, or that someone else will communicate it.*

## **9 Acceptable Use of IT Equipment and Systems**

- 9.1 Radnor House Sevenoaks asks all staff, Directors and those involved in the life of the school to sign an Acceptable Use Policy (AUP) annually, which outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connection and devices, cloud platforms and social media (both when on school site and outside of school). This AUP should be read in conjunction with the school's Online Safety Policy.
- 9.2 All staff and directors have particular legal / professional obligations, and it is imperative that all parties understand that online safety is part of safeguarding as well as part of the curriculum, and it is everybody's responsibility to uphold the school's approaches, strategy and policy as detailed in the full Online Safety Policy, and the other relevant school policies (e.g. Safeguarding Policy, Behaviour Policy, etc). They are therefore required to sign the AUP agreement which will be sent by IT and electronically filed.
- 9.3 The Acceptable Use of IT Policy and Agreement is reviewed annually, and staff and Directors will be asked to sign it upon entry to the school and at the beginning of each academic year thereafter. If changes are made during the academic year, staff and Directors will be notified as to the nature and impact of these.
- 9.4 Radnor House Sevenoaks IT covers a wide range systems and hardware and includes personal devices when used on school premises or for school business. Staff should expect that use of Radnor House Sevenoaks IT equipment, telephone calls and facilities will be monitored and may be recorded at times.

## **10 Online Communication and Activities**

- 10.1 All online (professional or personal) activity, both inside and outside of school, should uphold a staff's professional role and not bring the school into disrepute. When using electronic communication for school business, whether it be by email, social networking sites or other online means, it should be professional and courteous at all times.
- 10.2 The school's Remote Teaching and Learning Policy outlines procedures and practices for staff in continuing with the academic programme via the online environment if the School has to close due to advice from the Government and/or Public Health England or similar body. Staff must refer to the contents of this policy, which includes expectations the school places upon them.
- 10.3 School provided communication systems should be used at all times in the following situations:-
- All communication between staff and pupils
  - All communication concerning school business between staff, staff/parents, staff/other
- 10.4 When using personal social networking sites staff must not accept pupils as 'friends' or 'contacts' and must ensure the highest privacy controls are used at all times. It is not advisable to have parents as friends and this should be avoided wherever possible. Personal Social Networking Sites must not contain pictures of pupils or their parents, and pictures of colleagues should be with the subject's permission. As role models, staff must always be aware of any communication or personal representation they make on social media, and not demonstrate any extreme bias or inappropriate material / opinions.
- 10.5 Staff should never discuss anything related to their work, including fellow employees, pupils and parents on any social networking site except where it is used expressly for school related professional purposes (e.g. School Facebook or Twitter accounts).

## General Conduct of Staff

### To the pupils

We should always be clear in our instructions, information, grammar, politeness and being authoritative within the school rules and the school behaviour and discipline policies. We have a duty to be supportive of the pupils and promote their welfare. We must offer support to vulnerable children while at all times maintaining an appropriate professional relationship and distance from them. At all times staff must be aware of and act within the professional boundaries that are normal for teachers and staff working in schools and which are detailed within this document. Specifically, staff should at all times recognise that self-restraint and checking with your Head or another senior member of staff should be the norm if you are uncertain of how to act.

It is important that the school encourages openness so that staff, pupils and parents can communicate effectively and clearly. We must listen to pupils concerns and worries especially when they are upset and hurt; we may, due to our parents' agreement, give the pupils a hug or, if they are very young, sit them on our knee. Sports and music teachers may also need to hold or touch the pupils to demonstrate a physical aspect of playing a sport or instrument, but this must be done professionally and appropriately.

Care must always be taken by all school staff that any physical contact is appropriate and safe. For avoidance of doubt, pupils may be touched on their trunk, arms, legs and head if this is gentle and for legitimate educational reasons. Other areas of the pupil's body must be avoided unless for emergency purposes, or for toilet training purposes. Staff must all be aware of the school's Safeguarding Policy and act in accordance with it, especially if a pupil discloses something of relevance in this regard.

At sports events, specifically at swimming, staff may enter the pupils' changing rooms and/or individual cubicles in order to help them dress or undress and to encourage them to complete the dressing/undressing task at hand. Staff should do this when other staff are in the near vicinity and let other staff know they are entering the changing room. Staff should take care to avoid being alone with any pupil in this circumstance, and if there is a pupil alone needing help they should **ensure** they tell another staff member they are going in alone with a pupil before doing so (unless there is a major emergency situation when immediate medical action must be taken). When helping a pupil to dress there is no need for a staff member to touch the pupils anywhere other than on their trunk, arms, head or legs gently in order to help them dress. Staff should ensure this is all they do – and especially encourage the pupils to develop their own ability to dress themselves independently. Male staff should particularly avoid going into girls' changing rooms at all unless in a particular case of need or emergency, and **must certainly** ask a female staff member to help a girl change who is alone in a changing room.

All staff must not use any language to the pupils which may be offensive. Absolutely no swear words or words with a sexual connotation may ever be used. Any incidents of this will be treated as a disciplinary matter and action will be taken.

### To each other as staff

Staff should be polite and professional, supportive and co-operative to each other. We expect our staff to work as a team. This means we need staff to be able to share information and ideas, be ready to be thoughtful and reflective about the education we provide, and readily responsive to instruction from the senior staff. We expect staff to refrain from any actions which may undermine another staff member's confidence or professional abilities, including bullying one another. At all times, staff should remember that we are all working with the best interests of the pupils in mind. Staff should conduct themselves in public at all times as a professional, whether at a school social occasion outside school hours or in school. At school social occasions, staff should be moderate in their behaviour, language and consumption of alcohol. At external school-related functions, staff must also be moderate in their consumption of alcohol. They should act as if on duty at all times when in contact with school parents, pupils and staff, remembering to address each other as Miss/Mr/Mrs, when within earshot of parents and/or pupils. Whatever the occasion staff are expected to keep the academic and professional procedures and processes of the school confidential as required by the Head at all times unless given clear and unequivocal permission to do otherwise. If a staff member is having a relationship with another member of staff or stakeholder of the school, they should make the Head aware of this, so that he/she can determine whether there

could be a potential conflict of interests. Staff must behave sensitively and professionally at all times in this regard.

### **To the Parents**

Staff must be polite to parents at all times. We expect staff to be ready to listen and help our parents and treat them as very important partners in our work of educating our pupils/their children. Parents must be treated with courtesy and respect and we should expect that back from them. Parents should be spoken to quietly about their children, and given the opportunity to speak in private, especially when anything of a sensitive nature is to be discussed. Parents should not be treated as personal friends and should be addressed by their title i.e. Mr/Mrs/Miss and not by their first names. This courtesy should be extended back to staff by the parents and anything else should be discouraged by example. They should not be told any professional confidences about the school, its staff or pupils.

Any incident of inappropriate behaviour by a parent should be responded to with a quiet statement to the parent that you will refer the issue to the Head for discussion. Staff should never engage in private or public heated discussion with parents, particularly if they are angry. In this case, remove yourself physically from the situation and state you will refer this to the Head.

Staff who are also parents should be spoken to sensitively, and in a timely fashion, about their children (not in their work time, or amongst colleagues). Ensure that professional relationships are secured, and that there are no feelings of awkwardness or bias.

### **Staff Members' Dress Code**

Staff should be dressed appropriately and smartly in business attire, at all times, and in line with the staff dress code, as follows:

- Staff must be tidy, well-groomed and dressed in a manner suitable for their role and working with children.
- A suit or smart trousers and a collared shirt with tie.
- A smart skirt/trousers/dress and blouse or other smart top as appropriate and a jacket if desired, formal cardigans may be worn.
- Footwear must be appropriate, smart and safe for walking around the school site. All staff members are responsible for ensuring that their footwear does not prevent them carrying out their duties or school activities in a safe and effective way. For example, offering support to a colleague in a science or dealing with an incident in the far side of the school grounds.
- If working in Science, shoes must have a closed toe in accordance with COSHH regulations.
- The exception to the description above is where a staff team have an agreed 'uniform' for the role within school that they undertake e.g. Site Team and PE staff. Uniforms are agreed with the Headteacher and designed to allow safe effective working. Where a uniform is in place it must be worn and also look smart and professional. HSE guidelines should be followed.
- Staff are role models, and should dress appropriately, modestly and professionally, clothing should not be casual, staff should not display tattoos, wear excessive jewellery, nose studs (unless for religious reasons) or body piercings.
- As part of religious belief, hijabs covering head and shoulders may be worn and should be suitable for the work environment. In normal circumstances the face should not be covered as this may interfere with the clear communication required by adults in the school.
- Should a Public Health requirement mean face coverings are required in school, school staff will be expected to follow that direction.
- Any questions about the dress code should be referred to HR. The decision of the Head as to what is appropriate is final.

### **Personal Mobile Phones, Photos and Downloaded Images**

Personal cameras belonging to staff and volunteers are not to be used on the school premises or school grounds at any time. Cameras on staff owned mobile phones should not be used on school premises or school grounds at any time. No images may be taken of the school or any pupils using mobile phones or personal cameras. Personal mobile phones may be used in dedicated staff areas or in class and teaching rooms ONLY when the pupils are not present. Staff should not accept mobile phone calls, text messages or personal emails during a lesson or when they are with pupils in public school

areas. The only exception to this is if the Head calls a staff member (usually only on Sports Days or on school trips, or if the School Office calls in similar circumstances). These calls will only be made in unusual or emergency situations. Phones brought to school should be left in an individual's own bag and should be turned off or on silent. The school cameras may be used for official photographs under the direction of the Head. These photographs must only be downloaded using the school's computers and not onto a personal, private computer.

All staff must be aware that images automatically downloaded via WhatsApp groups etc, even if not posted by you, are considered 'possession' by the police if found on your personal or school mobiles. Anyone using WhatsApp can go into their WhatsApp settings and turn off the auto-download of images, videos, music etc to their device. In doing this, a user would have to manually choose to download each image/video, and therefore be aware of exactly what content they are accepting. A separate setting can prevent images/videos being automatically saved from WhatsApp chats to a user's personal camera roll.

Following this guidance, members of staff using WhatsApp on a school mobile device **must** disable the auto-download of images function, and set the app to not automatically save to the camera roll. If you are uncertain how to do this please contact IT.

### **Inappropriate adult behaviour**

Behaviour which must be avoided also includes:

- Talking about sex lives, particularly in front of pupils;
- Being alone with pupils in a group setting for unusually long periods of time without good reason;
- Showing unusual interest in one specific pupil;
- Inappropriate use of mobile phones where phone calls or texts take attention away from supervising pupils;
- Staff should not have social networking pages on display on the classroom computers.

### **Staff Declarations**

- **Changes to personal details and circumstances** – it is incumbent on all staff to advise the school of any changes to their personal and contact details or circumstances.
- **Medical conditions affecting work** - it is every staff member's responsibility to notify Human Resources or the Head immediately if there is any change to their medical condition, or if there are any health issues that may affect the staff member's ability to undertake their work effectively.
- **Self-Disclosure of an Official Nature** - it is every staff member's responsibility to notify the Head immediately, if they are convicted of any criminal offence, warned or reprimanded or officially cautioned in relation to such an offence.

Failure to comply with these staff declarations could be seen as misconduct and could lead to disciplinary action which could result in dismissal.

### **Safeguarding children's welfare**

Safeguarding at Radnor House Sevenoaks is everyone's responsibility. It applies to all who work, or volunteer, or learn, or supply services to our school.

Staff must report any concerns about a child, as soon as possible, to the Designated Safeguarding Lead (DSL) or, if unavailable, the Deputy DSLs, recording concerns via the online MyConcern system. Although referrals to the local Safeguarding Children Multi-Agency Partnership ( ) are normally managed by the DSL team, anyone may refer a child if necessary.

Staff should refer any concern about another member of staff (or volunteer) to the Head immediately – or if the Head is the focus of the concern, to the Chairman of the Board of Directors.

Members of staff should use the school's Safeguarding and Whistleblowing Policies should they have any concerns about the

handling of safeguarding matters either in general or specific cases.

*Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*

## Appendix A - EYFS SAFEGUARDING

The schools safeguarding policies, including its policy for the safer recruitment of staff, are enforced rigorously in the Early Years Department.

The Head of Pre-Prep is a Deputy Designated Safeguarding Lead and contact for the Early Years and works in conjunction with the Designated Safeguarding Lead and Deputy Head of Prep on all safeguarding matters in the EYFS.

- Induction for new EYFS staff to the setting

The Head of Pre-Prep formally speaks to support staff who come into contact with EYFS pupils under the statutory framework requirements regarding Supervision:

- help in understanding roles and responsibilities
- information about emergency evacuation procedures
- the equal opportunities policy
- Health and Safety issues

- Mobile Phones

Mobile phones must not be used in the vicinity of Early Years children. EYFS staff must ensure their mobile phones and/or other personal devices are safely stored and must be restricted to staff breaks away from the EYFS setting. Parents may, however, take photographs of their own child in plays, assemblies, sports fixtures and other significant school events, provided that their own child is the main subject of the photograph and that photos are not uploaded onto any social media sites.

Disqualification In accordance with regulations made under the Childcare Act 2006, employees who teach or manage any aspect of the EYFS part of the school, including after school care for children up to the age of 8 years, are not allowed to work in this capacity at Radnor House Sevenoaks, if they are 'disqualified'. Staff who will work with young children up to 8 years old, are asked to sign a declaration stating that they have not been disqualified. This self-declaration form is incorporated into the appointments process for all staff and to be completed annually.

*Remember, these guidelines and the code as a whole will help to protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*