

# **STAFF CODE OF CONDUCT**

## **APPENDIX A**

### **TABLE OF CONTENTS**

|                                            |   |
|--------------------------------------------|---|
| 1. Professionalism                         | 2 |
| 2. Integrity and Honesty                   | 2 |
| 3. Accountability                          | 2 |
| 4. Ambition                                | 3 |
| 5. Respect                                 | 3 |
| 6. Kindness                                | 3 |
| 7. Relationships                           | 3 |
| 8. Online behaviour and digital boundaries | 3 |
| 9. Staff dress                             | 4 |
| 10. Language and communication             | 4 |
| 11. Attendance                             | 4 |
| 12. Responsibility                         | 4 |
| 13. Outside of work                        | 5 |
| 14. Resources                              | 5 |

- a. The This appendix supports the Staff Code of Conduct by clearly defining key behaviours and values. Each section sets out what we encourage and what we do not accept, in order to ensure that expectations are clear for all.
- b. The Principal is responsible for upholding these expectations within each academy, and if anything remains unclear after reading this document, staff should speak to the Principal for clarification.

## **1. Professionalism**

### **1.1 We encourage:**

- a. Understanding that you are a public servant and a role model, even when you are 'off the clock', and that Nolan's 7 Principles of Public Life could be applied to everything you do outside of work, too.
- b. Adhering to the national professional standards relevant to your role.
- c. Taking pride in doing your job well.
- d. Being punctual, prepared, and consistent.
- e. Using your knowledge and judgement to act in the best interests of children.
- f. Being flexible and solution-focused.
- g. Showing initiative and independence within your role.
- h. Professional Growth, CPD, research and learning, to be the best you can be in your role.

### **1.2 We do not accept:**

- a. Clothing that is overly casual, revealing, or unsafe.
- b. Appearance that distracts from learning or contradicts our role model expectations.
- c. Inconsistency with agreed dress expectations or standards of appearance and hygiene.
- d. Presenting yourself in a way that undermines professional authority.
- e. Smoking or vaping is not permitted on any site; in view of pupils, or where causing a nuisance to our neighbours.

## **2. Integrity and Honesty**

### **2.1 We encourage:**

- a. Doing the right thing, even when no one is watching.
- b. Speaking truthfully and professionally, even when it's difficult.
- c. Following policies and procedures consistently.
- d. Declaring any personal interests that may conflict with your role.
- e. Owning mistakes and learning from them.
- f. Giving accurate, complete information at all times.

### **2.2 We do not accept:**

- a. Misleading, dishonest, or evasive communication.
- b. Favouritism, unfair treatment, or misuse of position.
- c. Denying responsibility for errors or blaming others unfairly.
- d. Ignoring or bending policies.
- e. Withholding important information.
- f. Failing to report safeguarding or conduct concerns.
- g. Disguised compliance - saying the right thing without following through in practice.

## **3. Accountability**

### **3.1 We encourage:**

- a. Taking full responsibility for your actions.
- b. Seeking feedback and acting on it.
- c. Following through on tasks, deadlines, and commitments.
- d. A commitment to being part of something bigger than yourself, and an understanding of the 'bigger picture'.

### **3.2 We do not accept:**

- a. Blaming others, making excuses, or avoiding ownership.
- b. Ignoring feedback or resisting reasonable support.
- c. Failing to deliver agreed responsibilities.

## **4. Ambition**

### **4.1 We encourage:**

- a. Being the best version of yourself in every situation, every time.
- b. Engaging in professional development.
- c. Looking for ways to improve outcomes for pupils.

### **4.2 We do not accept:**

- a. Settling for “good enough” when better is possible.
- b. Lack of engagement with CPD or appraisal.
- c. Apathy or resistance to change that improves provision.

## **5. Respect**

### **5.1 We encourage:**

- a. Upholding fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.
- b. Treating everyone with dignity and fairness.
- c. Listening actively and valuing different views.
- d. Respecting professional boundaries.

### **5.2 We do not accept:**

- a. Sarcasm, rudeness, shouting, or belittling behaviour.
- b. Public criticism or gossip about colleagues.
- c. Disregard for others' time, space, or feelings.
- d. Inappropriate language, gestures or conduct towards or about others.

## **6. Kindness**

### **6.1 We encourage:**

- a. Choosing empathy, even in challenging situations.
- b. Supporting others with time, patience, and generosity.
- c. Noticing when others are struggling and offering help.

### **6.2 We do not accept:**

- a. Unkind, careless, or dismissive behaviour.
- b. Withdrawing support out of frustration.
- c. Speaking or acting in a way that causes harm to morale or relationships.

## **7. Relationships**

### **7.1 We encourage:**

- a. Building positive, professional relationships with pupils, families, and colleagues based on kindness and trust.
- b. Maintaining clear and appropriate boundaries at all times.
- c. Supporting a culture of trust, safety, and respect through every interaction.

### **7.2 We do not accept:**

- a. Over-familiarity or blurring of professional boundaries.
- b. Engaging in or encouraging inappropriate personal relationships with pupils or their families.
- c. Any relationship—professional or personal—that creates a conflict of interest or undermines trust in your role.

## **8. Online behaviour and digital boundaries**

### **8.1 We encourage:**

- a. Using school platforms and devices for communication with pupils and families.
- b. Being mindful of tone, content (professionalism and accuracy), and timing of messages.
- c. Modelling safe and responsible use of digital tools.
- d. A high level of privacy and security settings, if you choose to use social media.

## **8.2 We do not accept:**

- a. Contacting pupils or families via personal accounts or devices.
- b. Sharing personal opinions, grievances, or inappropriate content on social media.
- c. Being 'friends' or having connections online with children, past or present, from the academy or Trust before they are over the age of 18 years.
- d. Making us vulnerable by downloading software, videos or content that could contain viruses, Malware or Ransomware
- e. Posting anything online that could damage the reputation of the academy or the trust, or give cause to question your professional duty as a role model. This includes historical posts and/or pictures.

## **9. Staff dress**

### **9.1 We encourage:**

- a. Wearing smart, professional attire that reflects the seriousness and responsibility of your role and is akin to the standard of dress expected of pupils.
- b. Dressing appropriately for the context of your work (e.g., practical roles like PE or EYFS, or operational roles).
- c. Choosing clothing that sets a positive example for pupils, understanding that as a role model, they may copy you.
- d. Presenting yourself in a way that maintains confidence in your professionalism.

### **9.2 We do not accept:**

- a. Clothing that is overly casual, revealing, or unsafe.
- b. Appearance that distracts from learning or contradicts our role model expectations.
- c. Inconsistency with agreed dress expectations or appearance standards.
- d. Presenting yourself in a way that undermines your professional role.

## **10. Language and communication**

### **10.1 We encourage:**

- a. Open, honest, and kind communication with colleagues, pupils, and families.
- b. Listening to understand—not to win, correct, or dominate.
- c. Using language that uplifts, includes, and builds confidence.
- d. Being mindful of how our words model beliefs and expectations for children.

### **10.2 We do not accept:**

- a. Hurtful, dismissive, or sarcastic language.
- b. Speaking in ways that assert power, superiority, or status.
- c. Using phrases that limit belief or potential (e.g., "I hate maths", "I can't draw"), as these shape children's views of themselves.

## **11. Attendance**

### **11.1 We encourage:**

- a. Being present, punctual, and ready to work each day.
- b. Following absence procedures clearly and promptly.
- c. Seeking support when your health affects attendance or you are experiencing any extenuating circumstances which may impede your ability to do your job.

### **11.2 We do not accept:**

- a. Regular lateness or unexplained absences.
  - b. Failing to notify leaders of absence within the required timescales.
  - c. Using leave or sick days inappropriately.
- In such cases, we reserve the right to take further action.

## **12. Responsibility**

### **12.1 We encourage:**

- a. Taking ownership of your role and the impact of your actions.
- b. Being proactive in completing tasks, supporting others, and improving outcomes.
- c. Holding yourself to account for fulfilling duties to the best of your ability.

## **12.2 We do not accept:**

- a. Avoiding tasks, shifting responsibility, or expecting others to carry your share.
- b. Failing to meet reasonable expectations without explanation.
- c. Disregarding the consequences of your actions for others or for children.

## **13. Outside of work**

### **13.1 We encourage:**

- a. Remembering that as public servants, staff are representatives of the academy and trust at all times, including outside working hours.
- b. Conducting yourself in a way that upholds the integrity and values of the organisation in public, online, and in your personal life.
- c. Using sound judgment when posting or interacting on social media, attending public events, or speaking in public forums.

### **13.2 We do not accept:**

- a. Public behaviour that could damage the trust or school's reputation.
- b. Online activity that contradicts the professional expectations of your role.
- c. Conduct that undermines confidence in your professionalism or harms the public's trust in the academy.

## **14. Resources**

### **14.1 We encourage:**

- a. Using time, money, and physical resources wisely and responsibly.
- b. Planning ahead to ensure value for money and avoid unnecessary or last-minute spending.
- c. Evaluating the impact of existing tools and resources before requesting or purchasing more.
- d. Treating all academy and Trust property and materials with care.
- e. Recognising that your time is a highly valuable resource - being thoughtful and efficient with how it is used.

### **13.2 We do not accept:**

- a. Wasteful or careless use of time, funds, or materials.
- b. Making last-minute requests due to poor planning that leads to poor value for money or inefficient spending.
- c. Assuming more is better—buying or requesting without considering cost, impact, or sustainability.
- d. Misuse or neglect of school resources or facilities.