

STAFF CODE OF CONDUCT

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- a. The City Learning Trust workforce are professional, kind, and ambitious for children.
- b. This code sets out what we expect from every member of staff.
- c. We are public servants. We hold the trust of children, families, and the community. That means we act with integrity, we hold high standards, and we never lose sight of the impact we have. We do this best when we work together - with professionalism, kindness, and ambition. The Principal of each academy is responsible for upholding the standards set out below and for ensuring they are consistently applied.

1. Honour the profession

- a. Honouring the profession means recognising that we are part of something bigger than ourselves. As public servants in publicly funded roles, we are trusted not just to do our jobs well, but to uphold the values and reputation of the profession at all times. This includes modelling the fundamental values of our democratic society - respect for the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. We represent our academy, our trust, and the wider education sector - whether we are in school, online, or in the community. The Nolan Principles of Public Life - selflessness, integrity, objectivity, accountability, openness, honesty, and leadership - apply to everything we do, including when we are 'off the clock'. We hold ourselves to high standards because the children, families, and communities we work with require it.

2. Own your development

- a. Being a professional means being a learner. Growth doesn't stop when you qualify or start your employment.
 - i. Take responsibility for your own professional learning in the context of the wider academy needs.
 - ii. Contribute to identifying and shaping CPD priorities within the academy.
 - iii. Participate fully and honestly in performance management processes.
 - iv. Understand that professional development is a personal investment - the value you gain is directly proportional to the effort you commit. While others can provide resources and support, your growth ultimately depends on your active engagement and initiative.

3. Take responsibility for your conduct

- a. To be professional is to embody maturity and self-awareness - to speak thoughtfully, act with care, and uphold our shared values in a consistent manner. Collectively, we create the culture that defines our children's daily experience.
 - i. Speak and act with professionalism at all times.
 - ii. Be respectful, calm, and constructive - even in challenging moments.
 - iii. Do the right thing, even when no one is watching.

4. Use professional judgement and initiative

- a. Professionalism isn't about waiting to be told what to do - it's about thinking for yourself, using your knowledge and judgment, and taking purposeful action that supports children and the wider community. Every child deserves to feel safe in a culture shaped by thoughtful, consistent choices - where they are at the heart of every action and every interaction.
 - i. Many day-to-day decisions are yours to make - trust your professional judgement and take responsibility for your role in shaping a positive environment.
 - ii. Take action when it is right and safe to do so.
 - iii. If you're unsure, ask. Don't assume it's someone else's responsibility.

5. Know and follow the policies

- a. Our policies exist to protect pupils, staff, and the wider community. They are the shared framework that helps us act consistently and fairly.
 - i. It is your responsibility to know, understand, and follow the policies relevant to your role.
 - ii. Keep up to date with key policy changes and training.
 - iii. Ask questions if anything is unclear - support each other to get it right.

6. Be kind and clear in communication

- a. How we speak and listen is fundamental to building trust and safety - for children, families, and colleagues.
 - i. Use respectful, professional, and inclusive language.
 - ii. Speak with empathy and clarity, especially in emotionally charged situations, and always seek to understand rather than to win.
 - iii. Raise concerns or give feedback privately and constructively - not through gossip or passive complaint.

7. Raise issues in the right way

- a. Staff are encouraged, and expected, to speak up when something doesn't feel right. But how concerns are raised matters. Our culture relies on trust, professionalism, and care. You have a voice – and it should be used to support improvement, not division.
 - i. Concerns should be raised through appropriate channels — begin by speaking with your line manager, and escalate the matter if it remains unresolved.
 - ii. Avoid spreading frustration and discontent among your colleagues. Seeking a solution to the issue you identify appropriately and trust that it will in turn be handled respectfully and responsibly.
 - iii. Contribute to a positive and proactive culture, not a negative or resistant one.

8. Prioritise inclusion and safety

- a. Every member of our community deserves to feel safe, respected, and able to be themselves. Inclusion requires more than good intentions - it means actively considering who might be left out, not simply going through the motions.
 - i. Follow all safeguarding procedures without exception.
 - ii. Champion equity and challenge discrimination.
 - iii. Be aware of the power your words, actions, and expectations have - and use them to include, not exclude.

9. Dress and present yourself professionally

- a. You are a role model to the young people that you work with and so the decision you make about your dress and presentation is an influential one and should be respected as such. In addition to this, the way you present yourself sends a message about pride, professionalism, and the seriousness with which you take your role. Always be mindful that your words, actions, and appearance should model respect - especially in the presence of children. Your standard of dress should reflect this professionalism and should be directly akin to the standard of uniform that pupils are expected to wear within your academy. You should be mindful of setting a consistently positive example across the academy, one that supports in upholding the rules and expectations that pupils are expected to follow. Ultimate responsibility for upholding standards lies with the Principal, including decisions about what constitutes acceptable adaptations.
 - i. Dress in smart business wear that reflects your professional role.
 - ii. Staff in practical or physical roles may adapt dress accordingly - but professionalism should remain.
 - iii. We support religious and cultural adaptations to dress.

10. Stay fit for work

- a. Children rely on us to be alert, safe, and able to care for and educate them.
 - i. Do not attend work under the influence of alcohol, drugs, or any medication that affects your judgement or safety.
 - ii. Smoking or vaping is not permitted on any site; in view of pupils, or where causing a nuisance to our neighbours.
 - iii. If you're unsure whether something could impair your fitness for work, seek appropriate guidance from within the organisation's leadership.

11. Be present and dependable

- a. We are all here first and foremost for the children. Being present, punctual, and dependable is a core part of our role.
 - i. Be on time, prepared, and fully engaged in your work.
 - ii. Follow absence reporting procedures without delay.
 - iii. If attendance or timekeeping is a challenge, seek support early - help is available.

12. Use of resources

- a. Professionals have a responsibility to use resources - including time, money, and materials - thoughtfully and with care. This means planning ahead, making informed decisions, and considering the impact and value of what we use or request. How resources are managed reflects our respect for the school community, our shared environment, and public trust. Careless or wasteful use of time or materials undermines efficiency, sustainability, and fairness.
 - i. Approach resource use with a mindset of responsibility, not entitlement.
Consider the broader impact of your choices on pupils, colleagues, the academy and the Trust.
Take ownership of using and maintaining shared spaces and materials respectfully.

13. If things go wrong

- a. Everyone makes mistakes. But we are professionals, and we are responsible for learning from them.
- Acknowledge when something hasn't gone well - avoid blame or defensiveness.
 - Take steps to put things right, with integrity.
 - Learn and improve. Repeating the same mistakes without change is not acceptable.

14. Document information

KEY INFORMATION		ASSOCIATED DOCUMENTS	
Contact Name:	Deputy CEO	Code of Conduct Appendix A	
Date Effective:	Sept 2025	DISTRIBUTION	
Version:	V2.0	Name:	All academies
Frequency:	Annual	Date:	4.9.25
Next Date:	Autumn 2026	Websites:	n/r
REVIEW BODY		Sharepoint (pdf):	4.9.25
Name:	Strategic Policy Group	APPROVAL	
Date:	14.7.25	Name:	Trustees Board
		Date:	2.9.2025
VERSION HISTORY			
Version:	Date:	Change:	
V0.1	April 2020	New Document	
V1.1	September 2020	Annual review	Update to elements of dress code and corporate format
V1.2	September 2021	Annual review	Section 5.2.1.e - final sentence added Section 9.d - updated Section 9.2 and 9.3 added Section 22 - added Section 26.7 - added
V1.3	September 2022	Annual review	No changes required
V1.4	December 2022	Interim review	Section 25.d / 27.3 / 27.5.vii & xix updated
V1.5	November 2023	Annual review	Section 21.1 relating to Driving added Section 23 updated to include e-cigarettes Section 27.6.a.ii - update to wording for Tattoos
V1.6	November 2023	Interim review	Section 12.1.1 updated following PPWG review meeting
V1.7	January 2025	Annual review	Section 3 - Professional Development added Section 6.b - Gifts & Hospitality updated
V2.0	July 2025	Annual review	Re-write of document to be Simple, Commented and Aligned and in line with the new Framework.