



**ST TERESA**  
*of* **CALCUTTA**  
Catholic Academy Trust

# **STAFF CODE OF CONDUCT POLICY**

## Policy Control Sheet

|    |                                                                      |                                                                                                                                    |                                                                  |
|----|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| 1  | <b>Policy Title</b>                                                  | Staff Code of Conduct Policy                                                                                                       |                                                                  |
| 2  | <b>Reference No.</b>                                                 | HR12                                                                                                                               |                                                                  |
| 3  | <b>Version number</b>                                                | 1.0                                                                                                                                |                                                                  |
| 4  | <b>Policy Author</b>                                                 | Head of HR / Policy Advisor                                                                                                        |                                                                  |
| 5  | <b>Accountable SLG member</b>                                        | CIO                                                                                                                                |                                                                  |
| 6  | <b>Approving Body</b>                                                | CSEL                                                                                                                               |                                                                  |
| 7  | <b>Date of Approval</b>                                              | 25/03/2026                                                                                                                         |                                                                  |
| 8  | <b>Date of next formal review</b>                                    | Term 1, 28/29                                                                                                                      |                                                                  |
| 9  | <b>Policy Level</b>                                                  | Trust Wide                                                                                                                         |                                                                  |
| 10 | <b>Personalisation required?</b>                                     | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N                                                                   |                                                                  |
| 11 | <b>Published on</b>                                                  | Trust Website                                                                                                                      | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N |
|    |                                                                      | School Website                                                                                                                     | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N |
|    |                                                                      | Shared Policy Area                                                                                                                 | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| 12 | <b>Related documents (if applicable)</b>                             |                                                                                                                                    |                                                                  |
| 13 | <b>Applies to</b>                                                    | <input checked="" type="checkbox"/> All Staff<br><input type="checkbox"/> Support Staff<br><input type="checkbox"/> Teaching Staff |                                                                  |
| 14 | <b>Consulted on with relevant stakeholders (Union, legal, staff)</b> | <input type="checkbox"/> Y <input type="checkbox"/> N                                                                              |                                                                  |

## Summary of Changes

| Date         | Version | Action     | Summary of Changes |
|--------------|---------|------------|--------------------|
| January 2026 | 1.0     | New Policy |                    |

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## 1.0 Introduction

- 1.1 As a member of staff at St Teresa of Calcutta Catholic Academy Trust, we are all part of a community built on the teaching and ethos of the Catholic Church.
- 1.2 This Code of Conduct is more than a list of rules – it is a statement of who we are and how we live out our mission as a Catholic Academy Trust. It helps you understand what's expected of you, how to act in a way that reflects our values, and how to protect the safety and dignity of others.
- 1.3 This Code draws on national guidance, including Keeping Children Safe in Education (September 2025); and Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings (Safer Recruitment Consortium, February 2022).
- 1.4 It applies to everyone who works within the Trust: teaching and support staff, whether permanent, temporary, fixed-term, part-time or casual, as well as volunteers and others working in an unpaid capacity.
- 1.5 Living out our mission means acting in ways that reflect our ethos and values, carrying out even the small things with great care so that our conduct supports the faith, learning and wellbeing of every child and adult in our community.

### 1.6 Low-Level Concerns

- 1.6.1 In line with Keeping Children Safe in Education (KCSIE), you must raise any concern about the conduct of an adult, irrespective of if the behaviour was virtual/online or in-person and no matter how small the concern, so it can be recorded and addressed appropriately. This includes behaviour that may appear unprofessional, cause discomfort, or risk being misinterpreted.
- 1.6.2 A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:
  - is inconsistent with Keeping Children Safe in Education
  - does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO 6.2.
- 1.6.3 Examples of behaviour that could require reporting of a low-level concern include, but are not limited to:
  - being overly 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; or,
- 1.6.4 Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.
- 1.6.5 It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

1.6.6 You're also encouraged to come forward if you think something you've done, either in-person or virtually/online, could be misunderstood or fall below the standards expected. This openness protects both you and others, and helps ensure our schools remain safe, transparent, and respectful places for everyone.

1.6.7 You can raise concerns with your Line Manager, Designated Safeguarding Lead, Headteacher / Executive Headteacher, Head of Service, or the Trust Head of Safeguarding.

## 1.7 Misconduct and Gross Misconduct

1.7.1 The majority of conduct concerns can be resolved informally through a conversation and clarity on expected behaviour. There will be times where behaviours go beyond what's acceptable.

1.7.2 Misconduct is behaviour that falls short of the standards expected but doesn't in itself destroy trust and confidence. It might involve carelessness, repeated minor breaches of rules, or conduct that affects colleagues, pupils, or the wider community. These matters are usually managed through advice, supervision, or formal disciplinary action where appropriate.

1.7.3 Gross misconduct is behaviour so serious that it fundamentally damages trust or brings the Trust, school, or profession into disrepute. It may justify dismissal without notice.

1.7.4 For more information about how concerns are investigated and managed, and for a fuller list of what is considered gross misconduct, please refer to the Disciplinary Policy (HR04).

## 2.0 Our Values

We are brought together as one team by our mission to *Make Christ Known; Making Lives Better*. Our values guide how we do this through how we act towards each other. Living these values sets a positive standard showing dignity, respect and compassion in all we do.

### 2.1 One of Hope

2.1.1 Hope is the belief that every person can grow, flourish and contribute to the future we are building together. We show hope in the way we speak and act, using positive, respectful language and believing the best of others. We look for solutions, not blame.

|                                                                                                                                                               |                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I will:</b><br>Treat others with dignity, patience and kindness.<br>Maintain professional boundaries in relationships with pupils, parents and colleagues. | <b>I will not:</b><br>Use language, tone or behaviour that intimidates, belittles or excludes.<br>Raise my voice, or act in a way that could cause distress, upset or alarm. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 2.2 One of Courage

- 2.2.1 Courage means doing what is right, not what is easy. We show courage by being honest, accountable, and willing to challenge poor conduct respectfully. We speak up and own our actions, we do the right thing even when it's uncomfortable.

|                                                                                                                                                                           |                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I will:</b><br>Speak up about concerns, wrongdoing or unfairness.<br>Accept responsibility for my actions and decisions.<br>Stand up for others and for what is right. | <b>I will not:</b><br>Stay silent when I witness harm or discrimination.<br>Blame others to avoid accountability.<br>Use my position, seniority or influence unfairly. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 2.3 One of Innovation

- 2.3.1 Innovation is about pursuing new ideas and best practice in all areas of our work. This means being willing to change our approach and creating an environment where everyone feels safe to contribute and improve.

|                                                                                                                                                                             |                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I will:</b><br>Listen actively and value others' ideas and experiences.<br>Share knowledge and support collaborative working.<br>Adapt my behaviour to different people. | <b>I will not:</b><br>Dismiss new ideas or voices different from my own.<br>Create a culture of fear or resistance to change.<br>Take credit for others' ideas or efforts. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 3.0 Professional Standards and Expectations

Your professional standards define the behaviour and integrity expected from everyone who represents the Trust. They set out how you work with others and uphold the reputation of your school and the Trust. These standards sit alongside our values and other Trust policies, which should be read together.

### 3.1 Attendance and Timekeeping

- 3.1.1 Good attendance and punctuality are essential to consistent, high-quality education and support. You are expected to manage your time responsibly, arrive ready to work, and give notice as soon as possible when absence or delay is unavoidable. Report absence and leave in line with Trust procedures. See HR06 Sickness Absence policy (located in the Policy Hub).

### 3.2 Dress Code

- 3.2.1 How you present yourself shapes how others experience our schools and your work. Your appearance should reflect professionalism and the high standards expected of everyone representing the Trust. Some roles or schools may have additional dress requirements; if you're unsure, you should seek guidance from your line manager. Every case should be considered on its own merits to ensure a fair and proportionate response

### 3.3 Confidentiality

- 3.3.1 You must maintain confidentiality regarding personal, pupil and organisational information, sharing only when legally or professionally required. Breaches will be treated seriously and may lead to disciplinary action. See GDPR and data protection guidance for more information.

### **3.4 Gifts, Hospitality and Conflicts of Interest**

- 3.4.1 It is a serious criminal offence for an employee to corruptly give or receive any gift, loan, fee, payment, reward or advantage for doing, or not doing, anything, or for showing favour or disfavour in their official capacity. The Trust has a zero-tolerance approach to bribery, fraud and corruption, and expects all decisions made on its behalf to be fair, transparent and free from personal influence. You must not offer, request or accept anything that could, or could be seen to, affect your judgement. If a personal relationship, activity or financial interest could create or appear to create a conflict, you must declare it promptly to your line manager or Head of Service. Please ensure you are familiar with FIN12 Anti-Fraud & Corruption and FIN13 Gifts & Hospitality.

### **3.5 Drugs and Alcohol**

- 3.5.1 You must not use illegal substances or attend work under the influence of drugs or alcohol. All Trust sites are alcohol- and substance-free. If prescribed medication may affect your ability to work or travel safely, inform your line manager so adjustments can be discussed.

### **3.6 Equality, Diversity and Inclusion**

- 3.6.1 Everyone deserves dignity and respect. You are expected to promote inclusion, value diversity and challenge discrimination, harassment or bullying wherever they occur. By modelling fairness and respect, you help create workplaces where everyone can thrive. Breaches may lead to disciplinary action. Concerns should be raised under the HR05 Grievance Policy.

### **3.7 Safeguarding**

- 3.7.1 Safeguarding and promoting the welfare of pupils and vulnerable individuals is a fundamental responsibility. You must help create environments where people feel safe, concerns are addressed quickly, and your conduct never places a child or yourself at risk. Follow Trust and school Safeguarding and Child Protection procedures, stay alert to signs of harm and report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

### **3.8 Staff / Pupil Relationships**

- 3.8.1 We build positive relationships with pupils based on respect, trust and clear professional boundaries.
- 3.8.2 Grooming is a serious safeguarding concern and is strictly prohibited. Grooming includes behaviour, online or in person, intended to build trust, emotional dependence or secrecy with a pupil in order to exploit, abuse or manipulate them. Any sexualised, exploitative or boundary-blurring behaviour is unacceptable.
- 3.8.3 Communication and contact with pupils must be professional, transparent and through official systems. Social contact or private messaging is not appropriate. Sexual or personal relationships with pupils are prohibited and, under the Sexual Offences Act 2003, could be a criminal offence where an adult is in a position of trust.
- 3.8.4 Any behaviour or contact that could be misinterpreted, or causes concern, must be reported promptly in line with safeguarding and low-level concerns procedures.

### **3.9 Physical Contact**

- 3.9.1 We recognise that appropriate physical contact may sometimes be necessary to support pupils. Any physical contact must be appropriate to your role, respond to the pupil's needs, and respect their dignity. Contact should be proportionate, age-appropriate, and for the minimum time necessary. Physical contact must never be intrusive, intimidating, sexualised, or used to blur professional boundaries.
- 3.9.2 De-escalation should be used wherever possible. Any necessary physical intervention must follow behaviour and positive handling procedures. Any physical contact or behaviour that could be misinterpreted, or causes concern, must be reported promptly in line with safeguarding and low-level concerns procedures.

### **3.10 Criminal Disclosures and Suitability**

- 3.10.1 You must inform the Trust immediately if you are convicted, cautioned, charged or involved in any police, safeguarding, regulatory or legal proceedings that may affect your role or suitability to work with children or vulnerable adults. You must also report any change in personal circumstances requiring an updated DBS.
- 3.10.2 Where circumstances relating to someone you live with give rise to a potential safeguarding concern or may reasonably affect your suitability to work with children or vulnerable adults, you must notify the Trust promptly so that an appropriate risk assessment can be undertaken.
- 3.10.3 This duty applies from the point you become aware of the issue. The Trust will only seek and process information that is necessary, relevant and proportionate for safeguarding and suitability purposes, and will handle such information in accordance with data protection legislation.

### **3.11 Health and Safety**

- 3.11.1 The Trust is committed to providing a safe and healthy work environment. You must take reasonable care for the health and safety of yourself and of pupils, colleagues and visitors who may be affected by your acts or omissions at work.
- 3.11.2 You must follow agreed procedures and safety arrangements, co-operate with the Trust, use protective equipment correctly and report all hazards, accidents or near-misses. If unsure, seek advice from your line manager or the Trust Health and Safety Manager.

### **3.12 Communication and Social Media**

- 3.12.1 When communicating inside or outside work, be mindful that your words reflect both you and the Trust. Media enquiries should be referred to the Central Team, and only authorised colleagues may speak publicly on the Trust's behalf. You are free to take part in community or political activity in a personal capacity, as long as it is outside working time and does not imply Trust involvement. Use social media with care and professionalism. Keep work matters private, avoid posts that could be offensive or discriminatory, and protect the Trust's reputation. Communication with pupils or parents should always take place through approved channels.

### **3.13 IT Equipment and Network Access**

3.13.1 Trust IT systems and devices support your work and must be used responsibly and securely. Keep passwords confidential and follow IT policies. Misuse or unauthorised access may result in restrictions or disciplinary action. See IT01 IT Acceptable Use Policy and IT05 IT Data Protection & Privacy Policy.

### **3.14 Upholding Public Confidence (Outside Work)**

3.14.1 You must maintain high standards of conduct both inside and outside work. Your behaviour in your personal life, including online activity and associations, must not undermine public confidence in your suitability to work with children or bring the Trust into disrepute.

3.14.2 Behaviour outside work, including criminal activity, substance misuse, violence, or associations that pose a safeguarding risk, may be treated as a safeguarding or disciplinary matter where it raises concerns about your suitability. This includes situations where the behaviour of someone you live with or associate closely with presents a transferable risk.

3.14.3 You must inform the Trust promptly of any matter that could reasonably be seen to affect your role, professional standing, or safeguarding responsibilities.

3.14.4 We do not monitor or intervene in personal activities outside of work. Such matters remain outside the scope of this policy unless they materially affect your ability to perform your role or could bring the Trust into serious disrepute.

### **3.15 Use of Technology with Pupils**

3.15.1 Communication with pupils must always be professional, transparent and take place only through approved Trust systems. You must not use personal devices, personal email addresses, social media, gaming platforms or messaging apps to contact pupils.

3.15.2 You must not share personal contact details with pupils or respond to attempts by pupils to contact you through non-approved channels. Any such attempts must be reported to the DSL.

3.15.3 Online conduct must maintain clear professional boundaries and avoid any behaviour that could be misinterpreted, cause discomfort, or be seen as grooming. All digital communication must be appropriate, proportionate and open to scrutiny.

3.15.4 Misuse of technology or online communication may result in safeguarding, disciplinary action, or referral to external agencies.

### **3.16 Educational Visits and Residentials**

3.16.1 When involved in educational visits, trips or residentials, you remain in a position of trust at all times. You must follow Trust and school policies on health and safety, supervision, risk assessment and safeguarding.

3.16.2 Professional boundaries must be maintained, even where arrangements are less formal. Appropriate staff-to-pupil ratios, supervision arrangements and sleeping arrangements must be followed and agreed in advance.

- 3.16.3 You must not place yourself or pupils in situations that could be misinterpreted. Any concerns, incidents or deviations from agreed plans must be reported promptly.
- 3.16.4 You must never supervise pupils in your own home or make arrangements outside approved Trust processes, where the basis of the relationship has arisen through their connection to the school. Any safeguarding concern arising during a visit must be recorded and reported immediately.

### **3.17 After-School and Extended Provision**

- 3.17.1 The same safeguarding standards apply to after-school clubs, enrichment activities, and extended provision as to the regular school day.
- 3.17.2 You must maintain professional boundaries, ensure appropriate supervision, and avoid one-to-one situations unless they are planned, authorised and visible. Activities must take place in approved settings and follow agreed safeguarding, behaviour and health and safety procedures.
- 3.17.3 You must not transport pupils, communicate privately, or make informal arrangements unless this has been explicitly authorised and recorded.
- 3.17.4 Any concerns about behaviour, supervision, safeguarding or suitability during extended provision must be reported and recorded in line with Trust procedures.

### **3.18 Political Neutrality and Prevent**

- 3.18.1 You must not use your role to promote political views, extremist ideologies or personal beliefs to pupils. Political neutrality must always be maintained.
- 3.18.2 You must not engage pupils in political campaigning, protests or discussions that go beyond the agreed curriculum. Care must be taken to ensure that teaching materials and discussions are balanced, lawful and age appropriate.
- 3.18.3 The Trust has a duty under the Prevent framework to safeguard pupils from radicalisation. You must remain alert to signs of extremism or radicalisation and report concerns immediately to the DSL.
- 3.18.4 Any behaviour, associations or online activity that could raise concerns about extremism or safeguarding may be treated as a serious matter.

### **3.19 Reporting Concerns and Whistleblowing**

- 3.19.1 You have a professional duty to raise and record concerns where you reasonably believe that wrongdoing, safeguarding failures, or serious misconduct has occurred, is occurring, or is likely to occur, and that raising the concern is in the public interest.
- 3.19.2 This includes concerns about others and situations where you believe your own behaviour, in person or online, may have fallen below expected standards or could be misinterpreted. Self-reporting demonstrates professionalism and helps prevent harm or misunderstanding.
- 3.19.3 Concerns must be raised promptly through Trust reporting routes, including safeguarding and low-level concerns procedures, with the DSL, Headteacher, line manager or appropriate senior leader, and recorded in line with Trust procedures.
- 3.19.4 Where you have serious concerns about the breach of a legal duty, you may raise them under the Trust's Whistleblowing Policy.