



[Insert logo and name of school]
part of the



LDBS Academies Trust
LAT and LAT 2

Professionalism and Staff Code of Conduct

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On behalf of the Trust Board of Directors			
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On behalf of Choose an item.			
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Position	Chair of the School Board of Governors	Position	(Executive) Headteacher
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NOTE TO THE LOCAL ACADEMY COMMITTEES – MAY BE DELETED UPON LAC ADOPTION

This is the Trust-wide Professionalism and Code of Conduct template. A space is foreseen above for the school to add its own logo and name. A box below is foreseen for the school to add its school-specific Values. Please do not change the formatting as this document contains style-based cross-references. This document sets minimum compliance requirements for all LDBS Academies Trust (LAT and LAT 2) schools. Each Local Academy Committee (LAC) is requested to: (i) Approve this template. (ii) Ensure this policy is actively shared with staff and stored on an easily accessible location for all staff, e.g. shared drive or intranet; (iii) Ensure local implementation complies with this template.

Version control – Formatting, structure more aligned to policy structure, link to Trust's disciplinary policy, safeguarding and whistleblowing. Adding of sections / more detail on staff–pupil

relationships and boundaries, use of social media, online safety, acceptable use of technology, data protection, confidentiality. Rules around gifts.

PLEASE UPDATE THE TABLE OF CONTENTS AFTER REMOVAL OF THIS SECTION (Go stand on the table of contents and you will see an “update this table” button on the top right)!

TRUST VISION STATEMENT

“The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.” (Matthew 13: 31-32)

In the parable of The Mustard Seed, Jesus reminds us that even the smallest of seeds has the potential to grow into the fullness of itself. We aim to provide the right environment for our children, and all whom we serve, to flourish into the fullness of themselves. He tells us these seeds grow into trees, capable of providing a home for a rich diversity of life, our work is to ensure all in our communities grow into people of compassion and wisdom with a deep spiritual understanding of how to support the needs of others.

SCHOOL VALUES

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1 Aims and Scope

This Professionalism and Staff Code of Conduct sets and maintains the standards of conduct that the LDBS Academies Trust and LDBS Academies Trust 2 (“the LAT”) expect of all adults working in our schools. It applies to all staff employed by the LAT, including teaching and support staff, leaders, central team staff, and to any other adults working in our schools such as supply staff, trainee teachers, volunteers and contractors when they are working with or around pupils (hereafter collectively referred to as “staff”).

By adopting this code, the LAT seeks to ensure that all our schools are environments where pupils and adults are safe, happy and treated with dignity and respect, and where conduct consistently reflects our Christian vision and values. Failure to follow this code may result in action under the LAT’s disciplinary procedures.

2 Legal and Policy Framework

This code should be read alongside, and is informed by, the current versions of (as applicable):

- Keeping Children Safe in Education (KCSIE) and related DfE safeguarding guidance.
- Teachers' Standards (for those to whom they apply).
- The Equality Act 2010 and Human Rights Act 1998.
- Data Protection Act 2018 and UK GDPR, including the LAT's Data Protection and ICT/online safety policies.
- The LAT's funding agreements, Articles of Association and scheme of delegation.

Nothing in this code overrides a member of staff's duty to safeguard children in line with KCSIE and the LAT's Child Protection and Safeguarding Policy

3 Trust Ethos and Behaviour Principles

All staff will uphold the Christian ethos of the school and the values which underpin our faith.

We, as staff, are responsible:

- We take responsibility for our own aspect of the school and its improvement
- We define problems and look for a possible solution: we don't moan.
- In the face of difficulty, we remember that we are part of a team: colleagues are there to support us through good and bad.
- We give ourselves time to listen and think.

We are respectful:

- We model respectful relationships with one another.
- We greet each other.
- We are honest: we don't say one thing and think another.
- We make agreements that we intend to, and are able to, keep
- We presume honourable motives: we remember that in the school context, decisions are made in the best interests of the children.
- In conflict, we talk directly and privately to the person we have a problem with: we don't gossip.

We are confident:

- We are confident in our own abilities as education professionals.
- We praise each other and share our successes.
- We forgive and let go.

4 Teaching - a skilled and trusted profession

People working with children have a profound and lasting influence on the development and life chances of children and young people. Their knowledge, skills, judgment, creativity and commitment play a vital role in society.

All staff will:

- Put the wellbeing, development, and progress of children and young people first;
- In addition, teachers will take responsibility for maintaining the quality of their teaching practice;
- Help children and young people to become confident and successful learners;
- Demonstrate respect for diversity and promote equality;
- Strive to establish productive partnerships with parents and carers;
- Work as part of a whole-school team;
- Co-operate with other professional colleagues; and
- Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession.

5 Putting the wellbeing, development and progress of children and young people first

All staff will:

- Ensure that they follow the latest guidance contained in the Keeping Children Safe in Education ('KCSiE').
- Senior leaders at the schools, the Local Academy Committee ('LAC'), and the Designated Safeguarding Leader ('DSL') should ensure that every member of staff working directly with the children has read and understood Part 1 and/or Annex A of KCSiE 2021 (depending on whether they have a direct role working with the children) and signed the declaration to that effect.
- Use their professional expertise and judgment to do the best for the children and young people in their care.
- Take all reasonable steps to ensure the safety and wellbeing of children and young people under their supervision.
- Follow the LAT's Keeping Children Safe in Education Policy and other LAT policies and procedures in place to safeguard children.
- Establish and maintain appropriate professional boundaries in their relationships with children and young people, particularly with regard to physical contact, and social media or other contact outside of school.
- Demonstrate self-awareness and take responsibility for accessing help and support that they may need in order to ensure that their own practice does not have a negative impact on learning or progress or put children and young people at risk or harm.
- Use appropriate channels to raise concerns about the practice of other teachers or professionals if this has a negative impact on learning or progress, or risks harming children and young people.
- Be aware of their responsibilities as far as E-Safety, Prevent, and other relevant policies.
- All staff members should be aware of systems within their school which support safeguarding, which should be explained to them as part of staff induction. This should include the Keeping Children Safe in Education Policy, the role of the DSL, and this Code of Conduct. Copies of policies and a copy of Part One and Annex A of KCSiE should be provided to all staff at induction

6 Taking responsibility for maintaining the quality of their teaching practice

All teachers will:

- Meet the professional standards for teaching relevant to their role and the stage they have reached in their career.
- Develop their practice within the framework of the school's curriculum.
- Base their practice on knowledge of their subject area(s) and specialisms and make use of research about teaching and learning.
- Make use of assessment techniques, set appropriate and clear learning objectives, plan activities and employ a range of teaching methodologies and technologies to meet individual and group learning needs.
- Reflect on their practice and use feedback from colleagues to help them recognise their own development needs; actively seek out opportunities to develop their knowledge, understanding, skills and practice.

7 Helping children and young people to become confident and successful learners

All staff will:

- Uphold children and young people's rights and help them to understand their responsibilities.
- Listen to children and young people, consider their views and preferences, and involve them in decisions that affect them, including those related to their own learning.
- Have high expectations of all children and young people, whatever their background and aptitudes, and find activities that will challenge and support them all.
- Promote children and young people's confidence and self-awareness by clarifying how assessment will be used to support improvement, providing clear and specific feedback, and celebrating their success.
- Communicate clear expectations about pupil behaviour to ensure disruption to learning is minimised and children and young people feel safe and secure.
- Help children and young people prepare for the future by engaging them with the implications of changes in society and technology and offering them impartial advice and guidance about their future options.

8 Professional boundaries and relationships with pupils

All adults working in LAT schools are expected to maintain clear, professional boundaries with pupils at all times. This means that staff will:

- Act fairly, respectfully and consistently with all pupils and avoid behaviour that could reasonably be seen as favouritism or grooming.
- Avoid one-to-one situations where they cannot be seen by others, wherever this is reasonably practicable, and ensure colleagues know when such work is taking place.

- Not share or request personal contact details (including personal telephone numbers, private email addresses, personal social media accounts or personal messaging apps) with pupils, nor use such channels to communicate with them.
- Not give pupils gifts or personal loans, other than small, one-off tokens agreed in advance with the Headteacher and recorded where appropriate, and will comply with the LAT's Gifts and Hospitality procedures.
- Any concern that a staff-pupil interaction could be misinterpreted, or that another adult's relationship with a pupil may be crossing professional boundaries, must be reported promptly in line with this code and the Child Protection and Safeguarding Policy.

9 Demonstrating respect for diversity and promote equality

All staff will:

- Act appropriately towards all children and people, parents, carers and colleagues, whatever their socio-economic background, age, gender, identity, sexual orientation, disability, race, religion or belief.
- Take responsibility for understanding and complying with school policies relating to equality of opportunity, inclusion and bullying.
- Address unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator, as per the behaviour and anti-bullying standards of the LAT.
- Help create a fair and inclusive environment by taking steps to improve the wellbeing, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement.
- Help children and young people to understand different views, perspectives, and experiences and develop positive relationships both within the school and the local community.
- Support the understanding and enacting of British Values such as democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

10 Striving to establish productive partnerships with parents and carers

All Staff will:

- Provide parents and carers with accessible and accurate information about their child's progress
- Involve parents and carers in important decisions about their child's education
- Consider parents' and carers' views and perspectives, including those that relate to their child's development
- Follow the LAT's policies and procedures on communication with parents and carers, including those that relate to sensitive areas such as attendance and exclusion.

11 Working as part of a team

All staff will:

- Endeavour to develop productive and supportive relationships with all colleagues.
- Exercise any leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with contractual obligations and national standards.
- Uphold policies and procedures and raise any concerns about the life or running of the school in a responsible and appropriate way.
- Contribute to colleagues' learning and development; provide honest, accurate, and justifiable comments when giving references for, or assessing the performance of, colleagues.
- Participate in continuing professional development and other activities.

12 Co-operating with other professionals in the children's workplace

All staff will:

- Seek to understand the roles of other professional colleagues.
- Communicate and establish productive working relationships with other professional colleagues.
- Ensure that they are clear about their own professional contribution to joint working, seeking clarification where this is needed.

13 Demonstrating Honesty and Integrity; Upholding Public Trust and Confidence

All staff will:

- Demonstrate honesty and integrity and uphold public trust and confidence in the school
- Exercise their responsibilities in relation to the examination and assessment of achievement and attainment in a fair, transparent and honest way
- Demonstrate honesty and integrity in management and administrative duties, including in the use of school property and finance
- Understand that their duty to safeguard children and young people comes first, but otherwise acknowledge the rights of children and young people, families, and colleagues to confidentiality, in line with statutory requirements and school's policies
- Represent their professional status accurately and avoid taking advantage of their professional position
- Maintain reasonable standards in their behaviour and appearance that enable them to maintain an effective learning environment and also to uphold public trust and confidence in the profession.

14 Dress code

Staff should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.

All staff will ensure they are dressed appropriately for the tasks and the work they undertake.

All staff will wear clothing which:

- Is appropriate to their role.

- Is not likely to be viewed as offensive, revealing, or sexually provocative.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is absent of any political or otherwise contentious slogans.
- Is not considered to be discriminatory and is culturally sensitive.

Those who dress in a manner which could be considered inappropriate could render themselves vulnerable to criticism or have allegations made against them.

15 Additional employment

Staff should not take on additional employment related to the school

The LAT remains mindful of its obligation to employees' work / life balance and to ensure that teachers taking on additional employment will not affect their health or have an adverse impact on either their main job or the reputation of the school.

Teachers are required to seek permission from the LAT before undertaking additional employment. It will not be considered appropriate for staff to accept money or any sort of payment from parents or carers of children at the school for private tuition or any other service.

16 Communication and social media

Staff must exercise sound professional judgement when using social media and other forms of electronic communication. In particular, staff will:

- Ensure pupils and parents/carers do not have access to their personal social media profiles, using appropriate privacy settings and not accepting or initiating "friend" or contact requests from current pupils.
- Not use personal social media or messaging to communicate with pupils or parents/carers about school matters, except in an emergency and with prior agreement from the Headteacher
- Not post images, information or comments that could identify pupils or school locations without appropriate consent and in line with LAT policies.
- Not post material or comments (including about the LAT, individual schools, colleagues, pupils or parents) that could bring the LAT, a school or the profession into disrepute.

Staff should follow the LAT's Online Safety and Communications policies for detailed guidance.

17 Acceptable use of technology and data

Staff are entrusted with access to LAT and school systems, devices and data. They will:

- Use LAT and school ICT systems, email, cloud storage and devices in line with the LAT / school's Acceptable Use / ICT and Online Safety Policies, and only for legitimate professional purposes and limited personal use permitted by those policies.

- Never access, download, create or share material that is illegal, discriminatory, pornographic, abusive or otherwise inappropriate on LAT / school systems or devices, or on personal devices while at work or on school / LAT business.
- Never use personal devices to take images or recordings of pupils, or to access or store pupil data, unless expressly authorised in line with school / LAT policy.
- Take appropriate care when accessing or sharing personal data, in accordance with the school / LAT's Data Protection Policy and training.

The LAT and its schools reserve the right to monitor the use of its ICT systems, in line with its policies and the law.

18 Confidentiality and information sharing

In the course of their work, staff will often have access to confidential or sensitive information about pupils, families, colleagues or the LAT. Such information must:

- Only be used for the purposes for which it was collected and only shared with those who have a legitimate professional need to know, or where required by law.
- Never be used to humiliate, embarrass or disadvantage others, or for personal gain.

These expectations sit alongside staff duties to share information where necessary to safeguard children, in line with KCSIE and the LAT's Child Protection and Safeguarding and Data Protection Policies.

19 Conduct outside of work

Staff must not behave, in or out of work, in a way that could reasonably be regarded as bringing the LAT, any of its schools, or the teaching and education profession into disrepute. This includes (but is not limited to):

- Criminal behaviour, or behaviour that may lead to criminal investigation or conviction, particularly in relation to violence, dishonesty, extremist activity, or sexual misconduct.
- Inappropriate or offensive use of social media or other public platforms.

Staff must inform their Headteacher/Executive Headteacher of any relevant police investigation, caution or conviction as soon as reasonably practicable so that any necessary risk assessment can be undertaken.

20 Safeguarding concerns, low-level concerns about adults and whistleblowing

20.1 Safeguarding concerns

All staff have a duty to safeguard pupils and to report any concern they have about the behaviour of an adult working in or on behalf of a LAT school, whether that behaviour occurs in school or outside school. This includes behaviour that may:

- Have harmed a child, or may have harmed a child.
- Amount to a possible criminal offence against or related to a child.
- Indicate that the adult may pose a risk of harm to children.

- Indicate that the adult may not be suitable to work with children.

These cases will be managed in line with Part 4 of KCSIE and the LAT's Child Protection and Safeguarding Policy. A "case manager" (normally the Headteacher, Executive Headteacher or CEO, or the Chair of the Local Academy Committee/Board where the concern is about the Headteacher/CEO) will oversee the management of such cases.

20.2 Low-level concerns

A low-level concern is any concern, no matter how small, that an adult's behaviour towards a pupil is inconsistent with this code and/or the LAT's values, but does not meet the threshold set out above. This may include behaviour that causes a sense of unease or "nagging doubt", for example:

- Being over-familiar with pupils or having "favourites".
- Being alone with a pupil in a way that cannot easily be seen by others.
- Using personal devices or accounts to communicate with pupils.
- Humiliating or belittling pupils.

All staff must report low-level concerns in line with the school's and LAT's Child Protection and Safeguarding Policy. Staff are encouraged to self-refer if they find themselves in a situation which could be misinterpreted. Reports will be responded to in a timely, proportionate and sensitive way to safeguard pupils, support adults to correct unprofessional behaviour at an early stage, and promote a culture of openness, trust and transparency.

Whistle-blowing is the reporting of concerns that it is in the public interest to raise, for example where pupils' or staff safety is at risk, there is suspected criminal activity, safeguarding failures, financial malpractice, or attempts to cover up such matters.

20.3 Whistle-blowing

Staff should raise whistle-blowing concerns as soon as possible using the LAT's Whistle-blowing Policy. Normally concerns should be raised with the Headteacher or Executive Headteacher; where the concern relates to the Headteacher, Executive Headteacher, CEO or another senior leader, concerns may be raised with the Chair of the Local Academy Committee or the Chair of the Board of Directors, as set out in the LAT's Whistle-blowing Policy. Staff who raise genuine concerns will be supported and protected in line with that policy.

21 Monitoring, review and linked policies

This Professionalism and Staff Code of Conduct will be reviewed at least annually, or sooner if there are significant changes to statutory guidance or to LAT structures. It is approved by the Board of Directors of the LDBS Academies Trust and LDBS Academies Trust 2.

Implementation is monitored by Headteachers, Local Academy Committees, the LAT central team and the Board, alongside the following policies (non-exhaustive list):

- Child Protection and Safeguarding Policy.
- Behaviour Policy.
- Staff Disciplinary and Grievance Policies.
- Whistle-blowing Policy.
- Online Safety and Acceptable Use / ICT Policies.
- Data Protection Policy and Records Retention guidance.
- Gifts and Hospitality Policy.

Where staff are unsure how this code applies in a particular situation, they should seek advice from their line manager or Headteacher before acting.

For BOD Approval