

Creating Tomorrow Trust
Staff Code of Conduct 2026



Purpose

This policy outlines the professional standards and ethical expectations for all employees, volunteers, and trustees/governors to ensure a safe and inclusive educational environment. Ensuring everyone understands how the Trust's core values of Respect, Inclusion, Community, and Empowerment serve as the foundation for both staff conduct and a commitment to colleague wellbeing

Role	Purpose
Trustees and Governors	To ensure the effective implementation of the Code of Conduct, fulfil their duty of care regarding staff wellbeing, and act with personal and professional integrity
Leaders	To provide supportive line management, model the Trust's core values, champion and challenge their teams, and act as case managers for conduct investigations
Staff	To adhere to the standards of conduct set by the Trust, act as positive role models for learners and colleagues, and fulfil their statutory duty to safeguard learners

Complied by: CEO	Date: Jun 26
Committee: Trust Board	Date agreed by Trustees: Jul 26
Review Cycle: Annually	Review Date: Jun 27

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Wellbeing in our Trust

At Creating Tomorrow Trust, we believe that when our people thrive, our learners and communities thrive too.

Physical, emotional and mental wellbeing are essential to a thriving, collaborative and values-driven organisation, and we are committed to creating an environment where every colleague feels supported, respected and able to flourish.

We recognise that wellbeing needs can change over time, and anyone may experience challenges. We work together with openness, compassion and trust, ensuring that help is accessible when it is needed.

Health and wellbeing are everyone's responsibility, and we encourage a positive culture where concerns can be raised without judgement. The Trustees take their duty of care seriously and are committed to ensuring that support for all employees is available through:

- Effective and supportive line management
- A fair and manageable workload
- A professional, safe and inclusive working environment
- Access to wellbeing and employee support services through our Employee Assistance Programme:
 - 08000 856 148
 - educationsupport.org.uk

We are committed to continuous improvement. All Trust policies are reviewed for their impact on staff wellbeing, ensuring our values are reflected not only in what we say, but in what we do. Together, we create tomorrow by caring for one another today.

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1. Aims, scope and principles

This policy aims to set and maintain standards of conduct that we expect all team members to follow. By creating this policy, we aim to ensure our Trust is an environment where everyone is safe, happy. All colleagues have an influential position in the Trust; either in our schools, college, or working in the shared services team, and will act as role models for our learners, and each other, by consistently demonstrating high standards of behaviour.

We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards.

We expect all team members, trustees, governors and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

Creating Tomorrow Trust's core values are Respect, Inclusion, Community, and Empowerment and as such expects everyone to be able to demonstrate these through their everyday behaviours and interaction.

"Helping to Create Everyone's Tomorrow"

Our vision applies equally to our learners, teams and the wider community; empowering them to be ever more independent and autonomous in their lives.

We honour the intrinsic value of every individual. This means treating everyone with the highest level of dignity and fairness, where rights are modelled and lived, placing inclusive relationships and the elimination of discrimination at the heart of all interactions.

Respect



We honour each other's contributions and differences

Dignity, fairness, and recognition of the intrinsic value of every individual with relationships at the heart:

- *Demonstrating fairness in decision-making and allocation of resources*
- *Listening actively to colleagues, their learners and families, and our communities*
- *Modelling professional courtesy in all interactions*
- *Challenging behaviour that is not aligned to our core values, promptly and constructively*

Inclusion



Everyone belongs and feels valued

Championing participation and equity, ensuring that all learners are included, challenging discrimination and advocating for everyone:

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- *Ensuring everyone's voice is represented in decision-making, in doing so seeking the views of the diverse communities we support*
- *Identifying and addressing barriers to participation for learners and staff*
- *Establishing and ensuring equitable opportunities in recruitment, promotion, and professional development*
- *Championing learners with SEND in strategic forums and external partnerships*

Community



We grow stronger together

Fostering collaboration, mutual responsibility, and shared success within each school and the college, and across the Trust; for all stakeholders, the community, and the wider system; developing the bonds, ties, and networks that promote success:

- *Promoting collaboration across the college and schools within the Trust*
- *Developing a culture that encourages and enables staff, learners, and families to participate in Trust-wide initiatives*
- *Identifying, championing, and sharing knowledge, practice, and resources to strengthen collective capacity*
- *Building partnerships with external agencies to enhance provision*

Empowerment



We enable each other to succeed and thrive

Developing a shared responsibility for each other; enabling autonomy, growth, and contribution from each of our schools and college, their learners, families, staff, and leaders; working with individuals and organisations, whilst always holding our values, vision and mission in mind:

- *Delegating responsibility appropriately, enabling those with the knowledge and skills to lead and innovate*
- *Walking alongside our teams to know them, and our organisations, deeply; to support, champion, challenge, and build on potential*
- *Recognising and celebrating individual and team successes*
- *Creating safe environments where staff and learners feel confident to take risks, reflect, challenge each other, and above all flourish*

Failure to follow this code of conduct may result in disciplinary action being taken, as set out in our Trust disciplinary procedures.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the Trust, learners, and each other.

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2. Legislation and guidance

In line with the statutory safeguarding guidance [Keeping Children Safe in Education](#), we should have a staff code of conduct, which should (among other things) cover low-level concerns, allegations against staff and whistle-blowing, as well as acceptable use of technologies (including the use of mobile devices), staff/learner relationships and communications, including the use of social media.

This policy also complies with our funding agreement and articles of association.

3. General obligations

All team members are expected to set an example to learners. They will:

- Maintain high standards in their attendance and punctuality
- Never use inappropriate or offensive language in the place of work
- Treat learners and others with dignity and respect
- Show tolerance and respect for the rights of others
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Not express personal beliefs in a way that exploits learners', or others', vulnerability or might lead them to break the law
- Understand the statutory frameworks they must act within
- Adhere to the [Teachers' Standards](#)

4. Safeguarding

All members of staff have a duty to safeguard learners from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, and neglect, in all its forms as it applies to children and vulnerable adults.

Staff will familiarise themselves with our child protection and safeguarding policies and procedures, and the Prevent duty, and ensure they are aware of the processes to follow if they have concerns about a learner.

Our child protection and safeguarding policies and procedures are available on our Trust website , and within each setting's specific policy section <https://www.creatingtomorrow.org.uk/about-us/policies> New team members will also undertake induction when they start employment and be given access relevant policies.

4.1 Allegations that may meet the harm threshold

This section applies to all cases in which it is alleged that anyone working in the Trust, including a member of supply staff, trainee, volunteer or contractor, has:

- Behaved in a way that has harmed a learner, or may have harmed a learner, and/or
- Possibly committed a criminal offence against or related to a learner, and/or
- Behaved towards a learner or learners in a way that indicates they may pose a risk of harm to learners, and/or

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- Behaved or may have behaved in a way that indicates they may not be suitable to work with our learners – this includes behaviour taking place inside or outside of the place of work

We will deal with any such allegation quickly and in a fair and consistent way that provides effective child protection and safeguarding while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher / principal, or the chair of trustees where the headteacher / principal or a member of the Trust Executive Team (TET) (Chief Executive Officer, Chief Finance Officer, Chief Operating Officer, Director of Education) is the subject of the allegation.

4.2 Low-level concerns about members of staff

A low-level concern is behaviour towards a learner by a member of staff that does not meet the harm threshold, but is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:

- Being over-friendly with learners
- Having favourites
- Taking photographs of learners on a personal device
- Engaging in 1-to-1 activities where they can't easily be seen
- Humiliating learners

Low-level concerns can include inappropriate conduct inside and outside of work.

All team members should share any low-level concerns they have using the reporting procedures, via Confide, as set out in our child protection and safeguarding policy. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

All reports will be handled in a responsive, sensitive and proportionate way.

Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage, which creates and embeds a culture of openness, trust and transparency in which our Trust values and expected behaviour are constantly lived, monitored and reinforced by all team members, while minimising the risk of abuse.

Reporting and responding to low-level concerns is covered in more detail in our child protection and safeguarding policies. These are available on our Trust website, and within each setting's specific policy section <https://www.creatingtomorrow.org.uk/about-us/policies>

Our procedures for dealing with allegations will be applied with common sense and judgement.

4.3 Whistleblowing

Whistle-blowing reports wrongdoing that it is "in the public interest". Examples linked to safeguarding include:

- Learners' or staff members' health and safety being put in danger
- Failure to comply with a legal obligation or statutory requirement
- Attempts to cover up the above, or any other wrongdoing in the public interest

Staff are encouraged to report suspected wrongdoing as soon as possible. Their concerns will be taken seriously and investigated, and their confidentiality will be respected. The school aims to encourage openness and will support whistleblowers who raise genuine concerns under this policy, even if they turn out to be mistaken.

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Staff should consider the examples above when deciding whether their concern is of a whistle-blowing nature. Consider whether the incident(s) was illegal, breached statutory or school procedures, put people in danger or was an attempt to cover any such activity up.

Staff should report their concern to the headteacher / principal / Chief Executive Officer. If the concern is about the headteacher / principal / TET or it is believed they may be involved in the wrongdoing in some way; the staff member should report their concern to the Chair of the Board of Trustees. Our policy also identifies other members of staff to whom a whistleblowing concern can be raised, please see the [whistleblowing policy](#) on our Trust Website for further details.

Concerns should be made in writing wherever possible. They should include names of those committing wrongdoing, dates, places and as much evidence and context as possible. Staff raising a concern should also include details of any personal interest in the matter. The school will investigate any complaints in a timely, respectful and confidential manner.

For our school's detailed whistle-blowing process, please refer to our [whistleblowing policy](#) on our Trust Website.

5. Sexual harassment

Sexual harassment is any unwanted physical, verbal or non-verbal conduct of a sexual nature that has a purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. It also includes treating someone less favourably because they've submitted or refused to submit to unwanted conduct of a sexual nature in the past, or harassment related to sex or gender reassignment. When this behaviour is unwanted, it includes (but isn't limited to):

- Unwanted physical conduct or 'horseplay' including touching, pinching, pushing and grabbing
- Continued suggestions for sexual activity after it has been made clear that such suggestions are unwelcome
- Sending or displaying material that is pornographic, or that some people might find offensive
- Unwelcome sexual advances or suggestive behaviour (which the harasser may perceive as harmless)
- Offensive emails, text messages or social media content
- Comments and jokes of a sexual nature
- Sexually suggestive looks and staring
- Sexual propositions and advances
- Promising things in return for sexual favours
- Physical contact such as massaging, hugging or kissing
- Sexual contact on social media

All team members are expected to help create a positive environment that works to prevent sexual harassment. This includes calling out sexual harassment that they witness. All witnesses will be provided with appropriate support and will be protected from victimisation.

If a staff member is concerned at any point about incidents of sexual harassment (either directed at them or someone else), they should report their concern to the headteacher / principal / Chief Executive Officer. If the concern is about the headteacher / principal / TET or it is believed they may be involved in the wrongdoing in some way; the staff member should report their concern to the Chair of the Board of Trustees. The Trust will investigate any complaints in a timely, respectful and confidential manner.

All staff will receive training on recognising and responding to incidents of sexual harassment. The Trust will monitor the treatment and outcomes of any complaints of sexual harassment or

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victimisation received to make sure that they are properly investigated and resolved, those who report or act as witnesses are not victimised, repeat offenders are dealt with appropriately, cultural clashes are identified and resolved and workforce training is targeted where needed.

6. Staff-learner relationships

Staff will observe proper boundaries with learners that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

If staff members and learners must spend time on a 1-to-1 basis, staff will make sure that:

- This takes place in a public place that others can access
- Others can see into the room
- A colleague or line manager knows this is taking place

Staff should avoid contact with learners outside of working hours if possible.

Personal contact details should not be exchanged between staff and learners. This includes social media profiles.

While we are aware many learners and their families may wish to give gifts to staff, e.g. at the end of the academic year, gifts from staff to learners are not acceptable.

If a staff member is concerned at any point that an interaction between themselves and a learner may be misinterpreted, or if a staff member is concerned at any point about a fellow staff member and a learner, this should be reported in line with the procedures set out in our child protection and safeguarding policies.

7. Communication and social media

Trust staff's social media profiles should not be available to learners. If they have a personal profile on social media sites, they should not use their full name, as learners may be able to find them. Staff should consider using a first and middle name instead, and set public profiles to private.

Staff should not attempt to contact learners or their families via social media, or any other means outside of the Trust, in order to develop any sort of relationship. They will not make any efforts to find learners' or families' social media profiles.

Staff will ensure that they do not post any images online that identify children and young people who are learners at the trust without the appropriate consent.

Staff should be aware of the Trust's policies for online safety and the use of social media.

8. Acceptable use of technology

Staff will not use technology in schools / college / Trust buildings or belonging to the Trust to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content.

Staff will not use personal mobile phones and laptops, or school equipment for personal use, in school / college hours or in front of learners. Any personal use must be in the employee's own time (before or after working hours or during unpaid lunch breaks). All personal use must comply with the standards and restrictions set out in this Code. They will also not use personal mobile phones or cameras to take pictures of learners.

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We have the right to monitor emails and internet use on the Trust's IT system.

Please refer to the Trust's Acceptable Use of Technology policy.

9. Confidentiality

In the course of their role, members of staff are often privy to sensitive and confidential information about the Trust, schools and college, staff, learners and their families.

This information should never be:

- Disclosed to anyone unless required by law or with consent from the relevant party or parties
- Used to humiliate, embarrass or blackmail others
- Used for a purpose other than what it was collected and intended for

This does not overrule a staff member's duty to report child protection concerns to the appropriate channel where staff believe a learner has been harmed or is at risk of harm, as detailed further in our child protection and safeguarding policy.

10. Honesty and integrity

Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with learners, colleagues, handling money, claiming expenses and using Trust property and facilities. Staff will not accept bribes. Gifts that are worth more than £30 must be declared and recorded on the gifts and hospitality register which is maintained within the each school, college, Trust offices.

Staff will ensure that all information given is correct. This should include:

- Background information (including any past or current investigations/cautions related to conduct outside of school)
- Qualifications
- Professional experience

Where there are any updates to the information provided, the member of staff will advise the school / college / Trust (if a member of the central services team) as such as soon as reasonably practicable. Consideration will then be given to the nature and circumstances of the matter and whether this may have an impact on the member of staff's employment.

11. Dress code

Staff will dress in an appropriate manner for their role e.g. sports equipment if leading sport, work wear if a member of the site team.

Outfits will not be overly revealing.

Clothes will not display any offensive or political slogans.

Individual settings may have different expectations on clothing, and therefore staff members are expected to follow the individual settings guidance.

12. Conduct outside of work

Staff will not act in a way that would bring the Trust, individual school or college, or the teaching profession, into disrepute. This covers conduct including but not limited to relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the Trust, individual school or college on social media, any conduct of this nature could lead to disciplinary action.

13. Monitoring arrangements

This policy will be reviewed annually but can be revised as needed. It will be approved by the HR Committee of the Board of Trustees

Our Trust board will ensure this code of conduct is implemented effectively and will ensure appropriate action is taken in a timely manner to safeguard young people and deal with any concerns.

14. Links with other policies

This policy links with our policies on:

- Staff disciplinary procedures, which will be used if staff breach this code of conduct. It also sets out examples of what we will deem as misconduct and gross misconduct
- Staff grievance procedures
- Child protection and safeguarding / Safeguarding of Vulnerable Adults
- Behaviour / Relationship policy
- Gifts and hospitality
- Online safety
- Whistle-blowing
- Use of Social media
- Acceptable Use of technology