Code of Conduct

- Sacred Heart School –

October 2026

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Our commitment

At Sacred Heart School, we believe that a safe and successful school begins with the way we treat students, colleagues, families and one another. This Code sets clear, practical expectations for everyone who works with or represents the school.

This Code of Conduct complements the SKOSaba Integrity Code & Good Governance Framework 2026–2030. It does not replace the School Safety Plan, employment conditions, complaints procedures or other approved policies.

1. Purpose and scope

This Code explains the standards of behavior and professional practice expected at Sacred Heart School (SHS). It applies to the Executive Director, Management Team, teachers, Teacher Assistants, administrative and support staff, temporary staff, interns, volunteers and external professionals while acting for SHS, as appropriate to their role.

Every adult shares responsibility for student safety, respect, professional conduct and a positive school culture. Leaders have an additional responsibility to model these expectations and respond fairly to concerns.

The Code should be read with the SHS School Safety Plan, School Guide, relevant staff policies, applicable employment conditions and the SKOSaba Integrity Code & Good Governance Framework. Where rules differ, applicable law, employment conditions and formally adopted governance documents take priority.

2. Our values and 7 Promises

Our 7 Promises are taught to students and modelled by adults. They are the everyday foundation of a respectful, safe and welcoming school.

1. *We show respect to our teachers and each other.*
2. *We take care of school materials and each other's belongings.*
3. *We walk calmly in the classroom and on the playground during school hours.*
4. *We are kind, friendly, and helpful.*
5. *We listen carefully to our teachers and to one another.*
6. *We keep hands, feet, and words safe.*
7. *We leave the bathroom clean and ready for the next person.*

Adults are expected to demonstrate the values behind these promises in their language, actions, decisions and relationships. The student-facing wording does not replace the higher professional responsibilities that apply to adults.

3. Safeguarding and student safety

Student wellbeing and safety come first. SHS does not accept abuse, bullying, discrimination, harassment, intimidation or other harmful behavior. Concerns are taken seriously and addressed fairly, consistently and proportionately through the appropriate procedures.

- Maintain professional boundaries with students in person and online. Avoid private or secretive contact, inappropriate messages, personal relationships or situations that could compromise a student's safety or trust.
- Use approved school communication channels for student-related matters. Follow school requirements for photographs, recordings, personal information and consent.
- Provide active, appropriate supervision during lessons, breaks, transitions, assemblies and school activities. Do not leave students without appropriate supervision.

- Correct behavior calmly and respectfully. Raising your voice should be limited to situations where it is reasonably necessary to prevent immediate danger.
- Report suspected abuse, serious safety concerns, bullying and incidents promptly using the School Safety Plan, Child Protection Procedures and relevant reporting arrangements.
- Cooperate with incident recording, follow-up and safeguarding reviews while respecting privacy and fair process.

The Social Safety Officer (SSO), relevant care staff and school leadership support safeguarding and follow-up within their assigned roles. Their involvement does not remove an individual staff member's duty to report concerns.

Where a Certificate of Good Conduct (VOG) is legally required for a role, the requirements and checks described in Section 11.1 of the Integrity Code apply before the relevant duties begin.

4. Professional responsibilities in education

Teachers, Teacher Assistants and other staff contribute to high-quality teaching and learning within their responsibilities. Staff is expected to:

- Come prepared, follow agreed school routines and provide a structured, supportive learning environment.
- Know students' learning and wellbeing needs, use relevant assessment information and respond appropriately to differences between learners.
- Use the school's approved teaching, assessment, intervention and recording procedures, including agreed approaches to EDI, LVS-BES, Catch-Up+ and IDPs when relevant to the role.
- Work respectfully with Teacher Assistants and colleagues, with clear expectations about responsibilities, communication and student support.
- Promote students' independence, participation and positive behavior.
- Seek support and professional learning when needed and contribute to continuous improvement.

Detailed instructional methods, assessment schedules and documentation requirements are set out in the School Plan, Quality Cards and other approved educational procedures, rather than in this Code.

5. Professional conduct and team culture

We expect honesty, fairness, respect, teamwork and accountability. Positive Dialogue means being able to speak openly about what is working and what is not, while treating people fairly and seeking constructive solutions.

- Speak with colleagues directly when appropriate and safe, rather than spreading rumors or gossip.
- Distinguish facts from assumptions and listen before drawing conclusions.
- Give and receive feedback professionally. Criticism of decisions or practices is not, by itself, disloyalty.
- Treat everyone with respect regardless of position, background or personal differences. Do not bully, intimidate, exclude or misuse authority.
- Keep agreements, meet reasonable deadlines and explain promptly when circumstances prevent this.
- Take responsibility for your own behavior and professional development and be willing to reflect on your contribution to a problem.
- Respect confidentiality, personal boundaries and differences in authority between staff members.

When direct discussion would be unsafe, inappropriate or unlikely to be fair—for example because of serious misconduct or a significant power difference—use the appropriate reporting or confidential support route.

6. Attendance and professional reliability

Regular attendance, punctuality and timely communication are essential to the continuity of education. Staff must follow their employment conditions, agreed work schedules, leave arrangements and school absence procedures.

- Be present and ready for assigned duties, meetings, professional development and required school activities.
- Inform the designated supervisor or contact person as early as reasonably possible if you cannot attend or will be late.
- Follow the correct process for requesting leave, reporting sickness and providing necessary updates, without being required to disclose unnecessary private medical details.
- Give priority to students and assign responsibilities during working time.

Unexplained or unauthorized absence is assessed individually, fairly and consistently. Any financial or disciplinary consequences may be applied only were permitted by applicable law, employment conditions and the proper procedures, including an opportunity for the employee to respond.

See Specific daily start/end times and operational reporting arrangements in the Staff Manual.

7. Communication, confidentiality and social media

We communicate clearly, respectfully and in good time. We share information with those who need it for their role and protect student, family, staff and school information.

- Use approved communication channels for school matters, including ClassDojo, newsletters, meetings and other channels identified in the School Guide.
- Contact the class teacher first for routine matters concerning an individual child, unless safety, confidentiality or another procedure requires a different route.
- Do not post student information, photographs, confidential documents or private school matters on personal social media without appropriate authorization and consent.
- Use personal devices only in ways that do not interfere with supervision, teaching or school safety, and follow the school's device policy.
- Communicate responsibly when expressing personal views about SHS. Be accurate and respectful and do not disclose confidential information.

Staff may express constructive criticism, raise concerns about management and report suspected wrongdoing through appropriate or legally protected channels. No person may be disadvantaged for raising a genuine concern in good faith. Deliberately false accusations, harassment and unauthorized disclosure of confidential information may be addressed under applicable procedures.

8. Working with parents and the community

Parents and caregivers are partners in students' education. Staff should communicate openly, respectfully and without unnecessary delay, even when views differ.

- Listen to concerns without making assumptions or becoming defensive.
- Explain school decisions and expectations clearly, within the limits of confidentiality and assigned responsibilities.
- Use the appropriate route to resolve disagreements and involve leadership when needed.
- Respect the right of parents to ask questions, disagree and make complaints in good faith.

Expectations directed specifically at parents—including attendance, school uniform and support for the 7 Promises set out in the School Guide and relevant parent information, rather than imposed through this staff Code.

9. Leadership and professional accountability

The Executive Director and school leaders must lead by example. They are expected to:

- Treat staff fairly and consistently and explain decisions where appropriate.
- Be approachable, visible and willing to hear difficult feedback.
- Support professional development, clear responsibilities and a safe working environment.
- Address concerns promptly and without predetermined conclusions, applying fair process and appropriate confidentiality.
- Accept responsibility for their own actions, acknowledge mistakes and follow through on agreed improvements.

Staff are entitled to respectful treatment, clear expectations, appropriate support and a fair opportunity to raise concerns. Leadership and staff share responsibility for building trust.

10. Integrity, concerns and related policies

The SKOSaba Integrity Code & Good Governance Framework 2026–2030 sets out the more detailed rules for conflicts of interest, gifts, financial integrity, public resources, governance, accountability and serious integrity concerns. This Code of Conduct focuses on daily professional behavior.

Concerns should be raised through the route appropriate to their nature. Where suitable and safe, speak first with the person involved or a supervisor. For formal complaint, confidential concern, safeguarding matter or suspected serious misconduct, follow the relevant school or statutory procedure. Concerns involving the Executive Director follow the designated Supervisory Board route.

The school handles concerns carefully, respects the right of those involved to be heard and does not tolerate retaliation for good-faith reporting. The separate procedures must identify current contact people and explain how to make a report.

Related documents include the Integrity Code, School Safety Plan, Anti-Bullying Policy, Child Protection Procedures, School Guide, Staff Handbook, privacy and ICT policies, complaints procedure and relevant employment conditions.

11. Implementation, review and adoption

All relevant staff will be informed of this Code and expected to apply it in their daily work. School leadership will discuss its principles during induction, professional development and staff dialogue. Questions or suspected breaches are handled through the appropriate procedures, taking account of context, fairness, proportionality and applicable employment conditions.

The Executive Director is responsible for implementation and for reviewing the Code through the school's quality assurance and Planning & Control / PDCA cycle. The Code should be reviewed when circumstances or policies change and at least once every four years. Formal adoption and any required consultation or approval must follow the applicable governance and participation arrangements.

Formal adoption and acknowledgement

Adopted by the Executive Director, subject to applicable governance approval and participation requirements.

Willem-Jan van Hest
Executive Director, SKOSaba

Date: _____

Signature: _____