



HISP
Multi Academy
Trust

HISP Code of Conduct 2026-2027

Prepared by:	J.McKeown
Approved by:	HISP Trust Board
Reviewed by:	Trust DSL and HISP Executive Board
Approval date	July 2026
Review date (or sooner if required) :	July 2027

1. Aims, scope and principles

This Code of Conduct sets out the standards of professional conduct and values-led behaviour expected of all employees of HISP Multi Academy Trust (hereafter referred to as "colleagues"). It reflects our shared commitment to creating safe, respectful and ambitious learning environments where every child can thrive.

Our expectations are underpinned by the Trust's values of Pupils First, Equity, Excellence, Ambition, Courage and Sustainability. These values should guide professional judgement, decision-making, and behaviour in every role across Our Trust.

This Code should be interpreted within the context of each school, unit or service, recognising that professional responsibilities may vary according to role and setting. Where colleagues are uncertain about how this Code applies in a particular situation, they should seek advice from their line manager or another appropriate senior leader. In all circumstances, colleagues should act professionally, manage potential risks appropriately and make decisions that are in the best interests of children and young people.

We expect all colleagues, local Academy Committees, trustees, volunteers and anyone working on behalf of the Trust to demonstrate the highest standards of personal and professional integrity, treating others with dignity and respect and contributing positively to a culture of safeguarding, inclusion and belonging.

Colleagues working directly with children and young people hold positions of trust and have a significant influence on pupils' lives. They are expected to be positive role models, consistently demonstrating the professional behaviours and standards expected within education.

For teachers, many of the principles within this Code reflect the Teachers' Standards, particularly Part Two: Personal and Professional Conduct. All teachers are expected to uphold these standards alongside the expectations set out within this Code.

This Code is not exhaustive and cannot anticipate every circumstance that may arise. Where situations are not specifically addressed, colleagues are expected to exercise sound professional judgement, seek advice where appropriate, and act in a manner that safeguards children, maintains public confidence in the profession, and upholds the reputation and values of the Trust.

Failure to comply with this Code of Conduct may result in disciplinary action in accordance with the Trust's disciplinary procedures.

2. Legislation and guidance

In line with the statutory safeguarding guidance '[Keeping Children Safe in Education](#)', we should have a Trust code of conduct, which should cover acceptable use of technologies, staff/pupil relationships and communications, including the use of social media.

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

3. General obligations

Colleagues set an example to pupils and colleagues. They will:

- Uphold the Trust values of Courage, Ambition, Excellence, Sustainability, Equity, Pupils First
- Maintain high standards in their attendance and punctuality
- Never use inappropriate or offensive language in school
- Treat pupils and others with dignity and respect
- Not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Show acceptance and respect for the rights of others
- Take seriously their responsibilities to other adults, including by supporting them to meet the highest expectations, succeed and develop
- Promote a welcoming, calm and purposeful workplace, including by acting, speaking and writing with courtesy on all occasions and by promoting equity and an inclusive environment
- Show leadership and take responsibility, regardless of their role or career stage, and take opportunities to learn, develop and progress;
- Encourage and embrace open and honest feedback and communication with their line manager and colleagues;
- Maintain appropriate standards of behaviour in the workplace and ensure that they do not contribute to bullying or harassment.
- Not to consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs
- Express personal beliefs in a way that will not overly influence pupils, and will not exploit pupils' vulnerability or might lead them to break the law
- Understand the statutory frameworks they must act within
- Voice any concerns you may have in accordance with the Trust's whistleblowing and safeguarding policies
- Adhere to the Teachers' Standards (if you are a teacher) and such other applicable professional standards, including this Code for all colleagues.
- Engage with and follow all reasonable instructions from managers and leaders in relation the requirements of their role including attendance at workplace meetings, being clear that refusal without valid reason will be addressed as a conduct issue in line with the Disciplinary Policy

4. Safeguarding

Colleagues have a duty to safeguard pupils from harm, and to record and report any concerns they have, this includes physical, emotional and sexual abuse, or neglect. This duty also includes "low level concerns" relating to staff and volunteers, and colleagues should be aware that failure to record and report such concerns may also be regarded a breach of conduct expectations and addressed in line the Disciplinary Policy.

Colleagues will familiarise themselves with our safeguarding policy and procedures, and the duties in relation to the Prevent and Female Genital Mutilation initiatives. Colleagues must ensure they are aware of the processes to follow if they have any concerns about a child.

Identity lanyards and identity cards must be worn and always displayed, removed only when this presents a safety risk and replaced as soon as the particular activity is complete.

Our child protection and safeguarding policy and procedures are available in each school. New colleagues will also be signposted to copies on arrival.

4.2.1 Prevent Duty

Under Section 26 of the Counterterrorism and Security Act 2015, staff must have “due regard to the need to prevent people from being drawn into terrorism”.

Staff should refer any concerns regarding radicalisation to the school’s Designated Safeguarding Lead or a senior leader, following the school’s normal safeguarding procedures.

Relevant colleagues should understand when it is appropriate to make referral to the local Prevent programme, a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

All colleagues should ensure they have undertaken some form of Prevent awareness training and ensure they keep themselves regularly updated.

4.2.2 Female Genital Mutilation

Colleagues should be aware of the personal reporting duty with regard to known cases of female genital mutilation (FGM). Supplementary to Keeping Children Safe in Education, further guidance can be obtained in the “**Mandatory Reporting of Female Genital Mutilation – procedural information**” government document.

5. Staff/pupil relationships

5.1 General principles

Colleagues will observe proper boundaries with pupils 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.

Colleagues should NOT:

- use their status and standing to form or promote relationships with children, which are of a sexual nature;
- pursue sexual relationships with children and young people either in or out of school, including children in the sixth form;
- enter into or encourage inappropriate, offensive or discriminatory discussion about sexual activity;
- make sexual remarks to a pupil (including by email, text messages, phone or letter), or use any communication which could be interpreted as sexually suggestive or provocative;
- discuss their own sexual relationships with, or in the presence of pupils;
- discuss a pupil’s sexual relationships in inappropriate settings or contexts;
- confer special attention and favour upon a child which might be misconstrued as part of a ‘grooming’ process.
- use language towards or in hearing of pupils that is inappropriate or likely to cause offence, including swearing.

If colleagues and pupils must spend time on a one-to-one basis, colleagues will ensure that:

- This takes place in a public place that others can access.
- Others can see the room.
- Contact with pupils outside of school hours is avoided if possible.

If such contact does take place, colleagues should conduct themselves in a manner aligned to this

policy. We are aware that situations may arise where family interests or loyalties conflict with those of the school. However, colleagues have an obligation to act in the best interests of the school community to avoid situations where there may be a potential or actual conflict of interest. They should seek and follow the advice of their school DSL in all cases for matters outside of school hours, and must not rely solely on the guidance of those in safeguarding roles from other organisations they may be involved with.

If a colleague is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, this should be reported to their senior leader/Headteacher/Head of School. More detail on this is given in the following sections.

5.2 Infatuations

In cases where a young person develops an infatuation, there is a high risk of words or actions being misinterpreted and of allegations to be made against staff.

Colleagues should therefore maintain professional boundaries at all times. They should report to a senior colleague any clear/apparent indications (whether they are verbal, written or physical), that suggest a pupil may be infatuated with them and respond sensitively to such situations to maintain the dignity of all parties. This also applies where colleagues have concerns that this applies to a parent or carer of a pupil.

5.3 Social contact

Colleagues must not establish or seek to establish social contact with pupils. This includes giving any personal details to a pupil, such as a home/mobile phone number, home or email address or social media profiles.

Colleagues must advise the senior leader of any regular social contact, either in person or online, that they may have with a pupil through outside interests or through the colleague's own family. In such circumstances, colleagues must be aware of and adhere to this Code of Conduct in their interactions.

Colleagues who are also parents/carers must be contacted in the usual way using school processes to discuss their child. This must also be recorded in the usual way. Also, parents and carers who are also staff should use the formal processes for contacting the relevant school.

5.4 Physical contact

It is unrealistic to suggest that teachers and teaching support colleagues should never touch pupils. There are occasions when it can be appropriate and proper for colleagues to have physical contact with pupils, such as when a distressed pupil needs comfort and reassurance or as an integral part of some lessons.

Colleagues must adhere to the relevant Trust/school policy regarding Restrictive interventions, including the use of reasonable force, and the annual training they have received and be acquainted with DfE advice ([DfE advice template](#) and [Supporting pupils with medical conditions at school - GOV.UK](#)) in respect of physical contact with pupils and guidance about meeting the medical needs of children and young people in the school.

However, innocent actions and appropriate physical contact can be misconstrued by the child or an observer - and it is therefore crucial that colleagues aim to initiate the least physical contact for the minimum time necessary and in ways appropriate to their own role and the needs of the child.

Colleagues should use their professional judgement at all times and, as appropriate, seek advice from their DSL. Where feasible, colleagues should seek the child's permission before initiating contact. Where a colleague believes that an incident could have been misinterpreted, it must be reported to the Headteacher/Head of School. Any use of reasonable force must be logged with the school's DSL and on the school reporting system within 24 hours. Contacting home is essential after this action; advice should be sought from the school's DSL.

b. Early Years and Key Stage 1 (EYFS – KS1)

- Physical contact may be necessary for:
 - Comforting a distressed child.
 - Supporting physical needs (e.g., helping with a coat, applying first aid).
 - Educational activities (e.g., guiding hand in writing or art).
- Staff should be mindful of boundaries and avoid prolonged or unnecessary contact.

c. Key Stage 2 to Key Stage 5

- Physical contact should be avoided unless:
 - It is to prevent harm (e.g., physical intervention to stop a fight).
 - First aid or medical assistance is required.
 - Non-contact methods of communication are ineffective, and immediate support is essential.

Any formally agreed plan for children with SEND or physical disabilities should be understood and agreed by all concerned. This should include parents/designated carers and colleagues who should be provided with relevant information about vulnerable pupils in their care where it is relevant for this to be provided, in order for colleagues to be able to undertake tasks appropriately. If a pupil requires assistance with intimate care needs, the relevant Intimate Care Policy should be followed.

Extra caution may also be required where it is known that a child has suffered previous abuse or neglect. Many such children are often needy and seek out inappropriate contact.

Colleagues should therefore:

- never initiate physical contact unnecessarily
- ensure any physical contact required in PE is only essential to develop skills and technique, prevent injury, provide first aid or meet disability-specific needs. Such contact must be open and observable, and permission must be obtained from the pupil unless in an emergency situation. Colleagues must not participate in any contact sport with pupils.
- be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;
- never touch a child in a way which may be considered indecent;
- always explain to a pupil the reason why contact is necessary and what form that contact will take;
- look at alternatives, where it is anticipated that a pupil might misinterpret contact and consider involving another colleague, or a less vulnerable pupil in a demonstration;
- never indulge in horseplay, tickling or fun fights
- Use **neutral body language** and avoid close personal proximity when not essential
- Ensure a record is kept at the time, and the relevant colleagues are kept informed when you have offered comfort to a distressed child or had physical contact in what appears to be a familiar way not linked to comfort or distress. Further guidance on this is available from the relevant school policy and adhered to;
- adhere to the relevant school policy regarding use of reasonable force and be acquainted with DfE advice in respect of physical contact with pupils and guidance about meeting the medical needs of children and young people in the school.

All concerns or allegations must be reported in accordance with the **Trust's Safeguarding and Whistleblowing policies**.

Colleagues should NOT:

- initiate physical contact unnecessarily
- use their status and standing to form or promote relationships with children, which are of a sexual nature;
- pursue sexual relationships with children and young people either in or out of school, including children in the sixth form;
- enter into or encourage inappropriate, offensive or discriminatory discussion about sexual activity;
- make sexual remarks to a pupil (including by email, text messages, phone or letter), or use any communication which could be interpreted as sexually suggestive or provocative;
- discuss their own sexual relationships with, or in the presence of pupils;
- discuss a pupil's sexual relationships in inappropriate settings or contexts;
- confer special attention and favour upon a child which might be misconstrued as part of a 'grooming' process.

5.5 Showers and Changing

Colleagues who are regularly involved in supervising children should read and familiarise themselves with the NSPCC document "[Safeguarding considerations for changing rooms](#)".

Children are entitled to respect and privacy when changing clothes or taking a shower.

However, there does need to be an appropriate level of supervision to safeguard pupils and satisfy health and safety considerations. Any supervision must therefore be appropriate to the needs and age of the young people concerned.

When using changing rooms, colleagues should, appropriate to age and medical need and in line with this guidance,

- avoid any physical contact when children are in a state of undress or any visually intrusive behaviour;
- announce their intention of entering a changing room and avoid remaining in the room unless pupil needs require it;
- not change in the same place as or shower with children.

5.6 One to one situations, overnight supervision, home visits

When colleagues work regularly on an individual basis with children, they are generally more vulnerable to allegations.

To avoid such situations arising meetings should, wherever possible, be arranged so that colleagues are visible and/or audible and not in secluded areas of the school.

Colleagues should not arrange to meet a pupil away from the school premises without good reason, but if this is necessary, only with the expressed written approval of parents/designated carers and the Headteacher/Head of School/Designated Safeguarding Lead. Colleagues must ensure that all home visits are justified and recorded.

It is never necessary for a pupil of any age to stay with a colleague in their home.

Colleagues should:

- ensure there is visual access and/or an open door in one-to-one situations;
- inform other colleagues of the meeting beforehand, assessing the need to have them present or

close by;

- avoid the use of 'engaged' or equivalent signs wherever possible, as they may create an opportunity for secrecy or the interpretation of secrecy;
- always report to a senior colleague in any situation which gives rise to complaint, disagreement or misunderstanding or where a child becomes distressed or angry.

5.7 Transporting children

In such cases where children need to be transported between different locations, a designated colleague should be appointed to plan and provide oversight of all arrangements.

Wherever practicable, an adult additional to the driver should act as an escort, and all arrangements agreed with relevant parties, including pupils, in advance.

All colleagues:

- must avoid using private vehicles wherever possible;
- must ensure that they have the appropriate insurance (for business use) where they do have to use their private vehicle;
- must ensure that they are alone with a child for the minimum time possible;
- ensure a lone pupil sits in the rear of the vehicle
- must be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer;
- must report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures;
- must ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety, taking into account any specific needs that the child may have.

5.8 Educational visits and after school clubs

Colleagues should always take care to have another adult present during out-of-school activities, unless otherwise agreed with senior staff. Health and safety requirements must be strictly adhered to.

Colleagues should ensure that they display professional behaviour during activities that take place off the school site and ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship. Colleagues must therefore maintain a professional relationship with pupils at all times.

Where out of school activities include overnight stays, particular consideration should be given to sleeping arrangements, if applicable, and pupils, colleagues and parents/designated carers need to be informed of the arrangements in advance.

Therefore, those colleagues involved must:

- undertake risk assessments;
- have parental consent to the activity;
- ensure that their behaviour remains in line with the Code of Conduct at all times.

6. Communication and social media

6.1 General principles

Colleagues' social media profiles should not be available to pupils. If a colleague does have a personal profile on a social media site should avoid using their full name, as pupils may be able to find them. Colleagues should consider using a first and middle name instead and must set public profiles strictly private.

Colleagues' online activities must adhere to this Code of Conduct and ensure that their names are not associated with any content or actions that could negatively impact the reputation of the trust. This also applies to:

- Historic social media profiles no longer used by colleagues
- Social media profiles managed by third parties (e.g. to promote a book or event) where the colleagues' name is used with their knowledge

Wholly professional profiles, e.g. on LinkedIn, must always abide by the rules and conditions of the platform and contain no content which may breach the Code of Conduct.

Colleagues should follow the relevant school's digital/data/communication policies including Mobile Phone Policy, ICT Acceptable Use Policy and Social Networking Policy.

6.2 Photography, videos and other creative arts

Many school activities involve recording images, but the use of such images needs careful consideration and handling. In particular, children who may have been abused in this way may feel threatened by the use of photography and filming.

The use of any images of children for publicity purposes, including photographs, videos, or AI-generated or AI-manipulated images, requires the appropriate consent of the individual concerned and their parent or legal guardian. AI must not be used to create, alter or manipulate images of children without the explicit authorisation of the Trust. Irrespective of consent, images of children must never be shared or used in a personal social media context.

School equipment must be used in such circumstances unless in the most exceptional circumstances and only then with the prior written approval of the Headteacher/Head of School.

Colleagues should therefore:

- familiarise themselves with the relevant school policies including the Social Networking and IT Usage Policies
- be clear about the purpose of the activity and about what will happen to the photographs when the lesson or activity is concluded;
- ensure consent is gained from the pupil and their legal guardians where being used for publicity purposes;
- ensure that a senior school leader is aware that the photography/image equipment is being used and for what purpose;
- ensure that all images are available for scrutiny in order to screen for acceptability;
- be able to justify images of children in their possession;
- ensure that where it has been expressly agreed that personal equipment can be used e.g. a mobile phone, images taken are reviewed by a colleague and then fully deleted from the device as soon as possible;
- Avoid making images in one-to-one situations.

6.3 Internet use and acceptable use of Trust technology

Accessing child pornography or indecent images of children on a computer or any other device is

illegal. Under no circumstances should colleagues in schools access illegal or inappropriate material or access any material which could call into question the suitability to work with children.

Electronic communications with pupils/parents/ carers/guardians for school-based reasons should only be via the school email system. Personal email addresses must not be used for this purpose, nor to send/share work-related information and documents of any nature.

Colleagues should not discuss or share data relating to children, parents or carers in staff social media groups text messages or messaging apps such as WhatsApp.

Regarding use of text messages or WhatsApp, colleagues are reminded that any work-related messages or student information shared on a personal WhatsApp account can be legally requested under a Subject Access Request, requiring the school to access and search employees' personal phones. Staff must only school-approved channels to communicate with colleagues, students, or parents.

Mobile phones must only be used in front of pupils for essential use relating to work, never for personal reasons.

Colleagues must not attempt to contact pupils or their parents/designated carers via social media or any other means outside school in order to develop any sort of relationship. They will not make any efforts to find pupils' or parents'/carers' social media profiles. Colleagues should not discuss or share data relating to children, parents or carers in staff social media groups. They must not accept 'friend' or 'follow' requests from pupils, or comment on pupil posts. Should colleagues believe have any concerns about their own or other's actions on social media they must report this to a DSL.

Colleagues must not use Trust technology either in school or at home 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. Colleagues are reminded that they must comply with the law in relation to their own devices.

Colleagues should refer to and follow guidance on Personal Use in the ICT and Internet Acceptable Use Policy for further information.

7. Confidentiality

In the course of their role, colleagues are often privy to sensitive and confidential information about schools, other colleagues, pupils and their parents/designated carers.

This information will never be:

- Disclosed to anyone without the relevant authority
- Used to humiliate, embarrass or blackmail others
- Used for a purpose other than what it was collected and intended for.

This does not overrule colleagues' duty to report child protection concerns to the appropriate channel where colleagues believe a child is at risk of harm.

Colleagues must not discuss confidential matters outside of work, including staff social events. They must not discuss matters relating to pupils and parents/carers in any environment outside of work where this may be overheard by others.

8. Honesty and integrity

Colleagues should maintain high standards of honesty and integrity in their role within and outside of school. This includes but is not restricted to dealing with pupils and other colleagues, handling money, claiming expenses and using school property and facilities.

Colleagues will not accept bribes. Gifts that are worth more than £50 must be declared and recorded on the gifts and hospitality register.

Colleagues will ensure that all information given to the school about their qualifications and professional experience is correct.

All Colleagues who are not on the DBS

Update service, are required to complete an annual declaration affirming their continued suitability to work with children. This includes disclosing any new information, historic information not previously disclosed, or changes in circumstances that could impact their ability to provide a safe environment for children, in compliance with child safeguarding standards.

Colleagues who are on the DBS Update Service will have an annual check undertaken by their school/unit HR administrator.

Neither of these checks negates your duty to report changes in circumstances as they happen, in line with our Child Protection and Safeguarding Policy.

This measure is essential to uphold our commitment to the welfare of children, and to ensure that any risks are identified and managed promptly

9. Dress

Professional appearance: Colleagues are expected to maintain a professional appearance that reflects the values and ethos of the Trust. While facial piercings are permitted, they should be minimal and should not distract from the learning environment or professional interactions. Colleagues should be no less formally dressed than pupils are expected to be and should maintain high standards of appearance. Clothing should not be overly revealing or displaying offensive, discriminatory or political slogans. Visible tattoos that could reasonably be considered offensive, discriminatory, intimidating or inconsistent with the Trust's values should be covered wherever reasonably practicable. Decisions regarding professional appearance will be made by the Head of Unit or Headteacher.

Health and Safety Considerations: Clothing requirements related to Health and Safety must be adhered to. Colleagues must ensure that any piercings do not pose a health or safety risk to themselves, colleagues, or pupils. In specific situations, colleagues may, after consultation, be required to remove or cover piercings for practical or safety reasons. Adjustments are permissible for specific role requirements, e.g sports attire for PE teachers.

10. Conduct outside of work

Care must be taken by colleagues to avoid any conflict of interest between activities undertaken outside school and responsibilities within school. In no case should actions or activities undertaken outside of work (including but not limited to relationships and social media contact with children, young people and vulnerable adults, public posts/comments on social media) bring

the school into disrepute.

This ranges from, but is not limited to, relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about an individual colleague, a pupil, the school or Trust in public or on social media.

Teachers are reminded that the [Teachers' Standards](#), and specifically Part Two: Personal and Professional Conduct, set out their responsibilities in relation to upholding public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Where colleagues are in any doubt as to whether there is a conflict-of-interest, advice must be sought from your senior leader.

11. Employment matters

All colleagues involved in appointments and/or tendering process should ensure that these are made on the basis of merit, without discrimination and in accordance with the relevant Trust and/or school's policy including the recruitment and selection policy and procedure.

It is important that colleagues do not put themselves in a position where their duty to the Trust and their private interests' conflict.

Colleagues should:

- not be involved in an appointment or decisions relating to discipline, appraisal, promotion or pay adjustments for any individual who has a family connection to them, or with whom they are in a close personal relationship;
- ensure that all relationships of a business or private nature with external contractors or potential contractors should be made known to the Headteacher/Head of School or the Chair of Governors (if the Headteacher) and for HISP Central/Learning Partnership to the appropriate executive director (Chair of Trustees if Chief Executive Officer or Chief Financial Officer).

If you are in doubt about whether to declare an interest, speak to your Headteacher/Head of School/Executive Director

12. Public duty

Colleagues must not allow their own personal or political opinions to interfere with their work and the provision of a balanced and professional service, ensuring that they work to the professional standard required.

13. Other employment/private work

Any external work that colleagues undertake must not bring HISP and/or any of its schools into disrepute or conflict with the Trust's interests.

Any copyright created by a colleague during their employment with HISP becomes the property of HISP. Employees must seek prior written approval from the Trust before publishing or distributing any materials, including books, that either reference the Trust or its schools or are based on knowledge, information, and/or experiences gained during their employment

Colleagues must not:

- Set up a business or accept employment with a business that is engaged in work, which is in direct competition with HISP and its schools;
- Undertake private work in HISP time;
- Use HISP's premises or equipment without the prior written approval of the Headteacher/Head of School/HISP Executive Leadership.

Colleagues must, in accordance with their contractual obligations, seek the prior approval of the Headteacher/Head of School/Executive Director if they wish to take up additional employment. They should also inform their Headteacher/Line Manager if they wish to take up unpaid work in addition to their HISP role. This includes becoming a Governor for HISP or another school or educational institution.

Any approval given for additional employment or unpaid work will be on the condition that it does not conflict with the interests of the School or Trust, does not contravene the Working Time Regulations, and will not affect the individual's performance at work.

14. Financial inducements, gifts, hospitality and

Colleagues should ensure that they use public funds entrusted to them in a responsible and lawful manner and that they do not give or receive any gift, loan, fee, reward or advantage, which might be misinterpreted.

While we are aware many pupils and their parents/ carers may wish to give gifts to colleagues, for example, at the end of the school year, such gifts should not be of significant value or made on a regular basis. Gifts from colleagues to individual pupils are not acceptable. Small gifts to all pupils equally in a class of insignificant value may be acceptable but any such proposal should be agreed in advance with a senior leader within the school and noted in the leadership meeting minutes.

Colleagues should:

- Not seek or receive preferential rates for themselves by virtue of their dealings on behalf of the Trust/school;
- ensure that gifts are declared and recorded.

Colleagues should only accept offers of hospitality if it is to represent the school or Trust in the community. Offers to attend purely social or sporting functions should be accepted only when these are part of the life of the community, or where the school should be seen to be represented. Written approval from the senior leader within the school/unit leader should be obtained before accepting an appropriate offer of hospitality.

Acceptance by colleagues of hospitality through attendance at relevant conferences and courses is acceptable where it is clear the hospitality is corporate rather than personal, where the senior leader or the school/unit leader gives written consent in advance; and where the senior leader/unit leader is satisfied that any purchasing decisions are not compromised. For Central colleagues the unit leader will ask for a written request to be submitted before such consent can be given.

The basic guidelines around accepting sponsorship from an outside organisation for a school activity are those for accepting gifts or hospitality. When considering sponsorship from an outside organisation, particular care must be taken when dealing with sponsors who are contractors or potential contractors.

Where a school wishes to sponsor an event or service, neither a colleague nor any partner, spouse or relative must benefit from such sponsorship in a direct way, without there being full disclosure to the senior leader of the school of any such interest. Similarly, where the school, through

sponsorship, grant aid, financial or other means, gives support in the community, colleagues should ensure there is no conflict of interest involved.

All colleagues, especially budget holders, must understand HISP's financial procedures to help prevent incidents of fraud. If any colleague suspects financial procedures are not being followed correctly, they should notify the Headteacher/Head of School/HISP executive leadership (as appropriate) immediately.

15. Use of HISP/ School Time and Facilities

HISP property and facilities (e.g. stationery, computers, photocopiers, mobile phones) may only be used for HISP business unless written permission for their private use has been granted from the Headteacher/Head of School/HISP Executive Leadership.

16. Publication of Books/Articles

If a colleague wishes to publish a book, articles, letters, dissertations etc that they have written in connection with their duties and in which they describe themselves as holding an appointment with the school, they must consult and gain the agreement of the Headteacher/Head of School/HISP Executive prior to publication. Such permission will not be unreasonably withheld.

17. Monitoring arrangements

This policy will be reviewed every year but can be revised as needed. It will be ratified by the Trust board.

18. Links with other policies

This policy links with our policies on:

- Staff disciplinary procedures, which will be used if colleagues breach this code of conduct. It also sets out a non-exhaustive list of examples of what we will deem as misconduct and gross misconduct.
- Staff grievance procedures
- Safeguarding
- Financial Policies and Procedures Manual
- Gifts and hospitality
- E-safety
- GDPR/digital/data/IT/social media
- Health and safety.
- ICT and Internet Acceptable Use Policy

These policies can be found in the relevant area of school or HISP websites (including the People Portal)