



CODE OF CONDUCT FOR TRUSTEES AND SCHOOL GOVERNORS

The Board of Trustees and Governing Bodies of the CHANGE Schools Partnership Trust have adopted the following principles and procedures:

Purpose

The Governing Body, together with the Trustees of the CHANGE Schools Partnership is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The Trust aims to ensure that children are attending a successful school which provides them with a good education and supports their well-being.

The Governing Body:

Assist the CHANGE Schools Partnership by helping to set the strategic direction of the school by:

- setting the vision, values, aims and objectives of the school, in conjunction with Trust principles and aims;
- agreeing the policy framework for achieving those aims and objectives;
- meeting statutory duties, as delegated by the Trust board in line with the Scheme of Delegation;
- agreeing the school development strategy and plan which includes approving the budget and agreeing the staffing structure.

Challenges and supports the school by monitoring, reviewing and evaluating:

- the implementation and effectiveness of the policy framework;
- progress towards targets;
- the implementation and effectiveness of the school development strategy and plan;
- the budget and the staffing structure.

Ensures accountability by:

- responding to Ofsted reports when necessary;
- holding the Headteacher/Head of School to account for the performance of the school;
- ensuring parents and pupils are involved, consulted and informed as appropriate;
- making information available to the community.

Assists the CHANGE Schools Partnership Trust in ensuring financial probity by:

- setting the budget;
- monitoring spending against the budget;
- ensuring value for money is obtained;
- ensuring risks to the organisation are managed.

Assists the CHANGE Schools Partnership in appointing the Headteacher/Head of School who will deliver the aims (through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy, and delivery of the curriculum) and report appropriately to the governing body.

For the Board and Governing Bodies to carry out their roles effectively, trustees and governors must be:

- prepared and equipped to take their responsibilities seriously;
- acknowledged as the accountable body by the lead professionals;
- supported by the appropriate authorities in that task;
- willing and able to monitor and review their own performance.

The role of a trustee/governor:

In law, the Board of Trustees and Governing Body are corporate bodies which means:

- no trustee or governor can act on his/her own without proper authority from the Board of Trustees or Governing Body;
- all trustees and governors carry equal responsibility for decisions made;

- although appointed through different routes, the overriding concern of all trustees and governors has to be the welfare of the Trust as a whole. Trustees and Governors should be alert to the risk of becoming dominated by one particular mind-set or strand of opinion.

General

1. We will actively support the Trust's vision and purpose and demonstrate the core values and overall ethos in our behaviours and actions (see Appendix).
2. We understand the purpose of the Board of Trustees and Governing Body and the role of the Chief Executive Officer/Chief Operating Officer/Executive Headteacher/Headteacher/Head of School as set out above.
3. We are aware of and accept the Seven Nolan Principles of Public Life (see Appendix).
4. We accept that we have no legal authority to act individually, except when the Board or Governing Body has given us delegated authority to do so, and therefore we will only speak on behalf of the Board or Governing Body when we have been specifically authorised to do so.
5. We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
6. We will encourage open government and will act appropriately.
7. We accept collective responsibility for all decisions made by the Board or Governing Body or its delegated agents. This means that we will not speak against majority decisions outside any Trust or Governing Body meeting.
8. We will consider carefully how our decisions may affect the community, both in the Trust and locally with other schools.
9. We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
10. In making or responding to criticism or complaints affecting the school we will follow the procedures established by the Trust.
11. We will use social networking sites responsibly and ensure that neither our personal/ professional reputation, or the school's reputation is compromised by inappropriate postings.
12. We will promote tolerance of and respect for those of different faiths and beliefs, races, genders, ages, disability and sexual orientation.
13. We will support the Chief Executive Officer/Chief Operating Officer/ Executive Headteacher/ Headteacher/Head of School and senior leadership team but challenge their expectations and hold them to account for school performance.

Commitment

14. We acknowledge that accepting office as a trustee or governor involves the commitment of significant amounts of time and energy. This commitment includes regular monitoring visits to be carried out by governors, in line with a monitoring plan agreed annually by the Governing Body.
15. We will each involve ourselves actively in the work of the Board or Governing Body and accept our fair share of responsibilities, including service on committees or working groups.
16. We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to do so. At the meeting those trustees or governors present will decide whether to accept the apologies.
17. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
18. Our visits to school will be arranged in advance with staff and undertaken within the framework established by the Trust and agreed with the Chief Executive Officer/Chief Operating Officer/Executive Headteacher/Headteacher/Head of School as appropriate.
19. We will consider seriously our individual and collective needs for training and development, and will undertake relevant training to develop knowledge and skills and keep them up to date. We will also commit to completing induction training within the first six months of our appointment.
20. We accept that in the interests of openness and transparency, our names, terms of office, details of positions of responsibility on the Board or Governing Body, category of governor and the body responsible for appointing us will be published on the school's website.

Relationships

21. We will strive to work as a team in which constructive working relationships are actively promoted.
22. We will express views openly, courteously and respectfully in our communications with other trustees and governors.
23. We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
24. We are prepared to answer queries from other trustees or governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
25. We will seek to develop effective working relationships with the Chief Executive Office/Chief Operating Officer/Executive Headteacher/Headteacher/Head of School, staff and parents, the local authority, and other relevant stakeholders.
26. Where we have issues, concerns or complaints these will be raised with the Chair of the Trust Board, the Chief Executive Officer or the Chair of the Local Governing Body as appropriate.

Confidentiality

27. We will observe confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside the school.
28. We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
29. We will not reveal the details of any Board or Governing Body vote.

Conflicts of Interest

30. We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the Board or Governing Body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school's website.
31. We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
32. We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the Board or Governing Body.

Breach of this Code of Conduct

33. If we believe this Code has been breached, we will raise this issue with the Chair and the Chair will investigate; the Board should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
34. We understand that any allegation of a material breach of this Code of Conduct by any trustee or governor shall be raised at a meeting of the Board of Trustees or Governing Body (as appropriate) and, if agreed to be substantiated by a majority of trustees or governors, shall be minuted and can lead to consideration of suspension by the trustees of the CHANGE Schools Partnership in accordance with the Articles of Association.
35. We are aware of the provisions of regulations 15 (1) of the School Governance (Procedures) (England) Regulations 2003, as amended, which pertain to the grounds for suspension as a school governor and of Schedule 6 to the School Governance (Constitution) (England) Regulations 2007 relating to the disqualifications from the role of school governor.

The Seven Principles of Public Life

(originally published by the Nolan Committee)

Selflessness

Holders of the public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

The Committee of Standards in Public Life was established by the then Prime Minister in 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.

Trustees/Governors will sign the Code at the first Board or Governing Body meeting of each school year.

Undertaking:

As a member of the Board of Trustees/Governing Body* I will always have the well-being of the children and the reputation of the Trust at heart; I will do all I can to be an ambassador for the Trust, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the Trust, the Board of Trustees/Governing Body, the Executive Headteacher/Head of School or staff.

Signed:

Printed Name:

Position:

Date:

**Delete as appropriate*

Vision, Purpose, Values & Ethos Statement



Our Vision:

“Aiming High – Changing Lives”

To develop a sustainable, growing organisation that is based upon **mutual partnership** and **shared values** to ensure that all children within the Partnership get the best possible provision leading to the best possible educational and wider outcomes.

Our Purpose:

<p>HIGH PRINCIPLES</p> <p>We will operate in accordance with our Articles of Association and ensure that our VISION, PURPOSE, VALUES and ETHOS are at the heart of everything we do.</p> <p><i>Aiming High – Changing Lives</i></p>	<p>CHILD-CENTRED</p> <p>We will value children’s creativity and individuality, and listen attentively to their views, opinions and feelings.</p> <p><i>Everyone has the right to respect</i></p>	<p>SAFE & SECURE</p> <p>We will keep our children safe, secure and cared for.</p> <p><i>Everyone has the right to feel and to be safe</i></p>
<p>BRILLIANT CURRICULUM</p> <p>We will ensure that high standards in English and Mathematics are at the heart of a creative curriculum that equips children with the knowledge and skills through experience deep and profound learning for life.</p>	<p>QUALITY OUTCOMES</p> <p>We will aim to provide first-rate teaching in all lessons that enables children to learn and achieve extremely well.</p> <p>We will support children’s holistic development and work hard to overcome barriers to achievement and build their self-belief and self-confidence</p> <p><i>Everyone has the right to learn</i></p>	<p>NEXT STEP READY</p> <p>We will ensure that children leave primary education ready, willing and able to successfully take the next step in their learning and the next step in their lives.</p>

Our Core Values:

All our academies have shared Core Values that we expect to be demonstrable in everyone's attitudes, behaviours and actions:

- **HOPE** – to be confident in our expectations of all that we can to achieve individually and together.
- **TRUST** - to develop relationships that are built on reliability, openness, honesty and living out the Core Values.
- **RESPONSIBILITY** - to have good judgment and the ability to make good choices and decisions.
- **RESPECT**- to show positive consideration for people and the planet; to be kind, tolerant and understanding.
- **COURAGE**- to have ability to try new things, overcome fear to undertake challenges; to be morally brave: being generous, fair, forgiving and compassionate.
- **PERSEVERANCE** - to show a 'growth mindset' despite difficulties, failures or obstacles; to seeing challenges as the opportunity to grow knowledge, skills and positive attitudes.

Ethos Statement:

Our ethos is based around the adoption of “Three Rights” and contextualises our Purpose and Core Values.

- The Right to feel and to be **SAFE**
- The Right to **LEARN**
- The Right to **RESPECT**

The Right to feel and to be **SAFE**

- ✓ We commit to making every school within CHANGE Schools Partnership a place where the children will feel and be safe.
- ✓ We will prepare children well to help them to stay safe for life beyond the school campus and online.
- ✓ We have a strong, child-centred staff team who will also show their own humanity.
- ✓ Our academies will be a relentlessly positive, safe and welcoming places to be; our staff will be both interesting and exciting. We will endeavour to sort out children's concerns and worries responding to what they say to us.

The Right to **LEARN**

- ✓ We will aim to provide first-rate teaching in all lessons and strive for excellence in everything that we do;
- ✓ We will ensure that high standards in English and mathematics are at the heart of a broad and exciting curriculum;

- ✓ Each academy will be an unthreatening place of mutual respect where the children will receive personalised learning and will feel valued.
- ✓ We will encourage the children and celebrate their successes and efforts through striving for the highest quality outcomes.
- ✓ We will ensure that children leave primary education ready, willing and able to successfully take the next step in their learning and the next step in their lives.

The Right to RESPECT

- ✓ Children will be greeted by a friendly face every day and our staff will model positive, respectful relationships to them.
- ✓ The children will be given time to talk and we will thank them for their efforts and attitude.
- ✓ We will show interest in the child and actively listen to them. The children will have a voice at whichever academy they learn at and we will provide a supportive environment for them to learn and grow as human beings.
- ✓ We will support children's holistic development and work hard to overcome barriers and build their self-belief and self-confidence;
- ✓ We will be fair and consistent to every children and our academies will be places where there are smiles seen and laughter heard.