



Code of Conduct for Trustees

The INMAT Code of Conduct is in line with NGA Code of Conduct dated August 2022. Trustees agree to follow the [charity governance code](http://www.charitygovernancecode.org) (www.charitygovernancecode.org)

As a trust board, we will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

As Trustees, we will focus on our core strategic functions:

1. Ensuring there is clarity of vision, ethos and strategic direction
2. Holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. Overseeing the financial performance of the organisation and making sure its money is well spent
4. Ensuring the voices of stakeholders are heard

As individuals we agree to fulfil our role & responsibilities:

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day to day management.
2. We will develop, share and demonstrate the ethos and values of our Trust.
3. We agree to adhere to Trust policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the Trust.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the Trust, schools and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the Trust if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the Trust's reputation in our private communications (including on social media).
13. We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.

Demonstrating our commitment to the role:

1. We will involve ourselves actively in the work of the Trust, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the Trust well and respond to opportunities to involve ourselves in Trust activities.
5. We will visit the schools and when doing so will make arrangements with relevant staff in advance and observe school and LAC/trust protocol.

6. When visiting the school or trust in a personal capacity, we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Building and maintaining relationships:

1. We will develop effective working relationships with Trust/school leaders, staff, parents and other relevant stakeholders from our local community/ communities.
2. We will express views openly, courteously and respectfully in all our communications with Trustees and staff both inside and outside of meetings.
3. We will support the Chair in their role of leading the Trust Board and ensuring appropriate conduct.
4. We will work to create an inclusive environment where each board member's contributions are valued equally.
5. We will engage with and be accountable to those governing at local level.

Respecting confidentiality:

1. We will observe complete confidentiality when matters are deemed confidential
2. We will not reveal the details of any Trust Board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declaring conflicts of interest and transparency:

1. We will declare any business, personal or other interest that we have in connection with the Trust business, and these will be recorded in the Register of Business Interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote. We accept that it is for the board to decide collectively if a potential conflict of interest arises, and we will seek guidance from the governance professional if we are uncertain.
4. We accept that the Register of Business Interests will be published on the Trust website.
5. We will act in the best interests of the Trust as a whole and not as a representative of any group.
6. We will act as a trustee and not as a representative of any group.
7. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the Trust Board, attendance records, relevant business and pecuniary interests, category of Trustee and the body responsible for appointing us will be published on the Trust's website.
8. We accept that information relating to Trustees will be collected and recorded on the DfE's national database 'Get information about schools' (GIAS), some of which will be publicly available.
9. We accept that information relating to our appointment will be publically available at Companies House.

Section 13 Code of Conduct - Trustees

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by _____ **on** _____

Signed **(Trustee)**

The Trust Board agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy, or as needed, and it will be endorsed by the full Trust Board.

Appendix A

THE SEVEN PRINCIPLES OF PUBLIC LIFE

Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various aspects of public life.

SELFLESSNESS: Holders of public office should act solely in terms of the public interest

INTEGRITY: Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family or their friends. They must declare and resolve any interests and relationships

OBJECTIVITY: Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias

ACCOUNTABILITY: Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

OPENNESS: Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing

HONESTY: Holders of public office should be truthful

LEADERSHIP: Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour whenever it occurs

Appendix B

The Framework for Ethical Leadership in Education

The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.

1. **Selflessness**

School and college leaders should act solely in the interest of children and young people

2. **Integrity**

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships

3. **Objectivity**

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people

4. **Accountability**

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

5. **Openness**

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing

6. **Honesty**

School and college leaders should be truthful

7. **Leadership**

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

a. **Trust:** *leaders are trustworthy and reliable*

Section 13 Code of Conduct - Trustees

We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations

- b. **Wisdom:** *leaders use experience, knowledge and insight*
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense
- c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper*
We give difficult messages humanely where conflict is unavoidable
- d. **Justice:** *leaders are fair and work for the good of all children*
We seek to enable all young people to lead useful, happy and fulfilling lives
- e. **Service:** *leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education
- f. **Courage:** *leaders work courageously in the best interests of children and young people*
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously
- g. **Optimism:** *leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.