



Code of Conduct

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Statement: This is the Corvus Learning Trust (the Trust) Code of Conduct that should be adopted by the Members, Trustees, and all Local Governing Bodies Governors within the Trust

Purpose: This Code of Practice sets out the expectations of and commitment required from Members, Trustees and Governors in order for them to properly carry out their work within the Trust, its schools and the community

Responsibility for Approval: Board of Trustees (the Board)

Responsibility for updating: Board of Trustees

Related Policies/Guidance: This Code forms part of the Terms of Reference & Code of Conduct for the Board and its Committees

Code of Practice and Conduct for Corvus Learning Trust

This Code of Practice sets out the expectations on and commitment required from Members/ Trustees in order for the Board to properly carry out its work within the Trust, its schools and the community. This Code forms part of the Corvus Learning Trust Terms of Reference & Code of Conduct for the Trust Board and its Committees. Members/Trustees / are required to accept this Code of Practice when joining the Members/Board. All Members/Trustees agree to abide by the Code, and any agreed amendments.

For Members/ Trustees to carry out their role effectively, Members/Trustees 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 expectations of the Members/Trustees are:

- To be clear about the needs of the Trust and its priorities.
- To support and encourage while asking searching and challenging questions.
- To recognise and celebrate achievement and challenge under-achievement.
- To be well informed and work with staff to create a climate of mutual respect and trust.
- To be visible and make themselves known, participate in events, visits and activities.
- To provide the Members, Board, LGBs and schools with information about any skills they may have that will assist the Board, Trust or schools in any way. A skills audit will be completed on commencement as a Member/Trustee and updated as necessary during their term of office.
- To promote the interests of the Trust with parents, community etc.
- To act and take decisions which are in the best interests of the Trust and schools within the Trust.

Members/Trustees accept:

- In law the Board is a corporate body, which means all Trustees carry equal responsibility for decisions made. They have no legal authority to act individually, except when the Board has given delegated authority to do so and therefore they will only speak on behalf of the Board when they have been specifically authorised to do so. This means that they will not speak against majority decisions outside the Board meeting.
- They have a duty to act fairly and without prejudice and in so far as they have responsibility for staff, they will fulfil all that is expected of a good employer.
- They consider carefully how their decisions may affect the community and other academies and schools.
- They are always mindful of their responsibility to maintain and develop the ethos and reputation of the Trust. Their actions within the Trust and the local community reflect this.

- They will express views openly, courteously and respectfully in all their communications.
- In making or responding to criticism or complaints affecting the Trust, or any of its constituent schools, they will follow the procedures established by the Board.
- They will involve themselves actively in the work of the Board and accept their fair share of responsibilities, including service on Committees or Working Groups and involve themselves in the life of the Trust schools as necessary.
- They will join and fully participate in Committees and where they cannot attend, send timely apologies.
- They will attend a minimum of 70% of Board and Committee meetings of which they are members.
- They will observe complete confidentiality when matters are deemed confidential or when they concern specific members of staff or pupils, both inside and outside of the Trust and its schools.
- They will record any pecuniary or other business interest that they have in connection with the Board's / school's and Trust's business in the register of Business Interests.
- They will consider seriously their individual and collective needs for training and development and undertake relevant training.
- They will have a current DBS (Disclosure and Barring Service) certificate.
- They will participate fully in Member/Board discussions during meetings and using email or discussion forums as provided (e.g. Governor Virtual Office)
- If a Member/Trustee feels they are unable to fulfil these expectations of the role of a Member/Trustee, they should first approach the Chair of the Members/Chair of the Trustees. The Chair may also approach Members/Trustees who are not fulfilling their role effectively.
- It is the responsibility of every Member/Trustee to inform the Chair of the Members/Chair of the Trustees if they qualify for disqualification for any of the reasons shown in the relevant section of the Corvus Learning Trust Terms of Reference.
- Members/Trustees must understand the purpose of the Board, the role of the Chief Executive Officer (CEO) and the role of the Headteachers.
- They are aware of, and accept, the Nolan seven principles of public life (see Appendix).

Undertaking to comply with the Terms of Reference & Code of Conduct of the Board and the Code of Practice for Members/Trustees of the Trust:

As a member of the Members/Board I will always have the well-being of the children and the reputation of the Trust and the Trust's schools 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, Local Governing Bodies, the Headteachers or staff.

I accept that in the interests of open government, my name, terms of office and roles on the Member/Board will be published on the Trust's website.

I confirm that I have read and understood the Terms of Reference & Code of Conduct of the Trust and its Committees and the Code of Practice for Members/Trustees and will abide by them.

Corvus Learning Trust - Code of Conduct

Signed: _____

Print Name: _____

Date: _____

Appendix: 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 areas of public life, and to make recommendations).

Selflessness

Holders of 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.