



ENDEAVOUR LEARNING TRUST

CODE OF CONDUCT

All Members, Trustees and Local Academy Councillors agree to faithfully abide by the following code of conduct. The code of conduct builds the voluntary Academy Trust Governance Code, the Nolan Principles and the Trust's values.

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

Trust Values

Individuality – commitment to recognising, celebrating and investing in the individuality of all our children and young people, each of our colleagues and distinct ethos and identity of each of our school, whilst being remaining united by our core values

People centred – every person deserves to be treated with respect, dignity and kindness. Demonstration of empathy and humility in our approach, providing an environment where the individual feels confident to be their true authentic self.

Belonging: We ensure equity of opportunity by removing barriers to inclusion. Embracing differences, we value and celebrate each individual's unique contributions, making everyone a full member of our community.

Transformational: We believe in each individual's potential and strive to inspire, support, and challenge everyone to achieve success. Boldly pushing boundaries, we adapt to community changes, ensuring every child, colleague, and partner realises their potential.

Togetherness: We are a unified family of schools, bonded by our Trust's vision and values. Collaborating as one team, both within and beyond our Trust, we inspire bold actions and strengthen our communities. We achieve more together

Seven Nolan Principles of Public Life

Selflessness - We will act solely in terms of the public interest.

Integrity - We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity - We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness - We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty - We will be truthful.



Leadership - We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Overarching Governance Functions – Delivery of Charitable Objects	
1	Shared understanding or, and commitment to, the Trust's Charitable Objects demonstrating its effectiveness in achieving them and agreed outcomes.
2	Articulating a clear sense of purpose for the Trust in its determination of achieving its Charitable Objects.
3	Reviewing the implementation of the Trust's actions by working together with Executive Leaders to develop a strategy approved by the Trust Board with clear outcomes. The Strategy will consider issues of sustainability to ensure ongoing provision of safe and high-quality educational experiences across the Trust's academies.
4	Regular evaluation of the Trust's impact by measuring and assessing educational, financial, staff, pupil wellness and other outcomes to ensure the education the Trust is providing is both effective and sustainable.
5	Regular review and analysis of the external environment to plan for financial viability and operational sustainability of its business model across the short, medium and long terms considering social, economic and environmental issues.
6	Consideration of the benefits and risks of any strategy resulting in a significant change for the Trust.
7	Recognition of the wider strategic contribution to social good and various stakeholders in line with its charitable objects, values and available resources.
Leadership	
8	Collective responsibility for an ambitious vision with clear and relevant values and aims, evidenced by appropriate progress reporting indicators.
9	To lead by example and require representatives of the Trust to reflect its values positively, with the Trust's ethos and culture underpinning the delivery of all activities.
10	Collective responsibility for decisions with agreed priorities, appropriate structures, processes and culture for Trustees to govern well and add value under the leadership of the Chair.
11	Ensure there are proper arrangements for Executive Leaders' appointments, supervision, support, appraisal, remuneration and, if necessary, dismissal.
12	Ensure the Trust's Board's functions, including at Committee and Local Academy Councils, are formally recorded, with clear role descriptions defining responsibilities (e.g. link trustees) and how these roles related to working with staff
13	Consider the rationale, benefit and risks of all arrangements regarding leadership including cluster/hub groupings of academies and/or their local governance.
14	Detail the formal relationships between the Trust Board and individual academies and their Local Academy Councils in a clear Scheme of Delegation and Terms of Reference which is regularly reviewed.
15	Agree the Trust's values, aligned to the delivery of its Charitable Objects, and makes sure they underpin all its decisions and activities (link to core function).
16	Recognise, respect and welcome diverse, different and, at times, conflicting views.
17	Give oversight and direction to Executive and Academy Leaders in a supportive and constructive challenge manner.
18	Ensure there is a clear separation of the activities of the Board and both those of Members the Trust Board is accountable to, and Local Academy Councils who report to the Trust board and operate under their delegated authority.
19	Trust Board to report at least annually to Members on how they are achieving the Trust's charitable Objects and raise awareness of any key developments and risks when necessary.



Commitment (as part of wider leadership)	
20	Involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
21	Make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
22	Arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
23	Get to know the school/s well and respond to opportunities to involve ourselves in school activities.
24	Visit the school/s and when doing so will plan with relevant staff in advance and observe school and board protocol.
25	When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
26	Participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.
Integrity (upholding the Trust's values)	
27	Observe the specific requirements of the Nolan Principles thus safeguarding and promoting the Trust's reputation by living its values.
28	Undertake duties in the best interest of the Trust, creating a safe, respectful and welcoming environment for those who engage with it.
29	Declare all relevant interests to ensure decision making is not unduly influenced by potential conflicts of interest. Individuals to withdraw when necessary from discussion and decision making.
30	Ensure Trust policies and procedures work reasonably and ethically in line with its aims and values.
31	Be vigilant in remaining objective and highlight with the Trust Board or Governance Professional if they feel influenced by an interest or loyalty which may be perceived to be a conflict of interest.
Decision making, risk and control	
32	Have a clear focus on strategy, performance and assurance not operational matters, including the delegation to committees and Local Academy Councils and Executive/Academy leaders.
33	Monitor, review a risk assurance framework which includes a full range of financial and non-financial risks, taking mitigating actions when needed. To actively manage risks, including whistleblowing, internal controls and planning.
34	Ensure appropriate reporting of delegated decisions to retain oversight and accountability with well documented delegation framework and reviews to monitor and change delegation when necessary.
35	Regularly review committee terms of reference and membership to ensure collective competence to carry out the functions of the committee, with robust reporting to Trust board to retain oversight of all aspects of the Trust's responsibilities.
36	Ensure plans and budgets are in line with the charitable objects, agreed strategic aims and available resources.
37	Monitor performance by determining the level of oversight at Trust and local levels with a consistent framework which provides metrics on academic, financial and other activities to hold staff to account in the delivery of the Trust's aims and objectives.
38	Benchmark performance at local and Trust level with other educational institutions.
39	Ensure compliant processes in place for the appointment of internal and external auditors, with formal recording of planned actions resulting from audit reports.



Board Effectiveness	
40	Work as an effective team, meeting as required, with an annual programme of work that facilitates information and time to explore key issues and reach well considered decisions.
41	Regularly discuss and appraise its effectiveness and ability to work together understanding individual motivations and expectations on behaviour.
42	Access independent professional advice such as legal or financial advice if needed.
43	Consider the board composition on a regular basis to ensure the correct mix of knowledge, skills and experience it need to govern lead and deliver its aims and objectives. This includes the appointment of Trustees and Local Academy Councillors to provide capacity and a diversity of perspectives and views within a formal and transparent application process.
44	Provide induction and training resources to new Trustees and Local Academy Councillors, with all involved in governance given the opportunity to undertake learning and development opportunities to improve their practice.
Equality Diversity and Inclusion	
45	To focus on Equality, Diversity and Inclusion at all governance levels to meet the three aims of the Public Sectors Equality Duty, with barriers to participation reduced and all activities are open to all.
46	Assess own understanding of equality, diversity and inclusion and address any gaps by discussion, learning, research or information.
47	Publish performance information, including its progress towards achieving its equality, diversity and inclusion plans and targets.
Openness and Accountability (Build and maintain relationships)	
48	Develop effective communication and working relationships with school leaders, staff, parents and other relevant stakeholders from our local community /communities. For those governing at local level will champion the voices of our local school community and stakeholders, and establish effective working relationships with trustees.
49	Express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
50	Create an inclusive environment where each board member's contributions are valued equally.
51	Support the chair in their role of leading the board and ensuring appropriate conduct.
52	Develop a culture of openness including receiving regular reports on complaints and feedback to improve performance and internal decision making. Ensure complaints are handed in a professional, transparent, constructive and consistent manner.
Respect confidentiality	
53	Observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
54	Not reveal the details of any governing board vote.
55	Ensure all confidential papers are held and disposed of appropriately.
56	Maintain confidentiality even after we leave office.