

Community Inclusive Trust

Trust Board

Role Description and Code of Conduct for Members

This document sets out the expectations on and commitment required from Trust Members, in order for the Trust to properly carry out its work.

This Code should be read in conjunction with the relevant law and for academies, their Articles of Association and agreed Scheme of Delegation.

The Trust Members have the following statutory rights and duties to:

The key role of the Members of the Trust is to be the guardians of the charitable object of the Trust, i.e. 'to advance education for public benefit'.

The main duties are to:

- Appoint the MAT Trustees.
- Appoint the MAT Chief Executive Officer as a Trustee.
- Remove MAT Trustees by ordinary resolution and a 51 percent majority vote.
- Amend the Articles of Association by special resolution

We work the seven principles of public life (Annex 1) and the framework for ethical leadership in education (Annex 2).

As individuals Members we agree to the following:

Role & Responsibilities

We understand the purpose of the Members is to be 'eyes on, hands off'.

We understand how the role of the Members differs from and works with others including the Trust Board and the CEO.

We accept that we have no legal authority to act individually, except when the Members group has given us delegated authority to do so, and therefore we will only speak on behalf of the Members group when we have been specifically authorised to do so.

We accept collective responsibility for all decisions made by the Members group. This means that we will not speak against majority decisions outside the Members meeting.

We have a duty to act fairly and without prejudice.

We will encourage open, ethical governance and will act appropriately.

We will consider carefully how our decisions may affect the community and schools beyond the jurisdiction of our Trust.

We will always be mindful of our responsibility to maintain and develop the ethos and reputation of the Trust and its schools.

In making or responding to criticism MC /Span 0 54.0 2.04 reW7ET60.000006 0 54.0 2.04 reW7ET60.000006

We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

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 Members group 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 Trust's website.

We will also declare any conflict of loyalty at the start of any meeting should the situation arise.

Ceasing to be a Governor/Trustee/academy committee member

We understand that the requirements relating to confidentiality will continue to apply after a Member leaves office.

Breach of this Code of Conduct

If we believe this Code has been breached, we will raise this issue with the Chair and the Chair will investigate; the Members group will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

Should it be the Chair that we believe has breached this Code, another Member will investigate.

Adopted by the Members group of the Community Inclusive Trust in September 2023.

Annex 1

The seven principles 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 wherever it occurs.

Annex 2

The Framework for Ethical Leadership in Education

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.