



Model code of conduct

For those who govern in an academy trust

Reviewed August 2024

The following model code of conduct is anchored in the Seven Nolan Principles of Public Life. It aligns with the [Framework for Ethical Leadership in Education](#) which helps to guide governing boards in their decision making and behaviour.

How to use this code of conduct

- This code is designed for all types of academy trust. Multi academy trusts (MATs) can use it for both their trust board and academy committees (local governing bodies). It should be adapted to reflect your context and delegation arrangements, as set out in your [scheme of delegation](#).
- Trust boards may also wish to refer to [The Academy Trust Governance Code](#).
- Review and approve the code of conduct annually (normally at the first meeting of the autumn term).
- New board members should agree to the board's code of conduct on being appointed as part of their [induction programme](#).
- Chairs may also use their code of conduct to support annual [governor/trustee evaluation conversations](#).
- NGA recommends that boards publish their code of conduct on their school/trust website.

Helpful NGA resources

These resources can help governors and trustees to meet the expected standards set out in the code of conduct:

- [Role descriptions for governors and trustees](#)
- [Guidance on the role of the local tier in MATs](#)
- [Webinar: complaints management](#)
- [Effective teamwork: a guide for governing boards](#)



As individuals, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core purpose rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our scheme of delegation.
3. We will develop, share and live the ethos and values of our trust.
4. We agree to adhere to trust policies and procedures.
5. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
6. We will work collectively for the benefit of the trust.
7. We will be candid but constructive and respectful when holding senior leaders to account.
8. We will consider how our decisions may affect the trust and local community.
9. We will stand by the decisions that we make as a collective.
10. 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.
11. We will only speak or act on behalf of the trust board if we have the authority to do so.
12. **Trustees:** We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
13. When making or responding to complaints, we will follow the established procedures.
14. We will strive to uphold the trust's reputation in our private communications (including on social media).
15. We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.
16. **Those governing at local level:** We will act as local ambassadors for our trust.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board 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 school/s well and welcome opportunities to be involved in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.