



St Joseph's Catholic Primary School, Malmesbury

Interim Executive Board Principles and Code of Conduct

Role of the Interim Executive Board (IEB)

The IEB is to act for a limited time as the governing board. Our overarching responsibility lies in ensuring that we comply with our legal responsibilities and canonical duty to ensure that the Catholic character of the school is preserved and developed and that the school remains at the heart of its community.

Our four core strategic functions:

In accordance with our legal obligations, we will operate at a strategic level, leaving the school's senior leadership responsible and accountable for the operational day-to-day running of the school. Our core strategic functions are:

1. Ensuring 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 school and making sure its money is well spent.
4. Ensuring the voices of stakeholders are heard

We understand that the Catholic Church expects Catholic schools to promote and uphold high standards, including academic standards as an integral part of its educational vision for the holistic formation of children and young people. We adhere to the Church's social teaching about building a just society and living lives of holiness amidst the challenges of modern society.

We will also abide by the Nolan principles of selflessness, integrity, accountability, objectivity, openness, honesty and leadership (Appendix 1). We act within the Ethical Framework for Education virtues of trust, wisdom, kindness, justice, service, courage and optimism (Appendix 2).

General

The head teacher is responsible for the day-to-day management of the school, the implementation of policy and the operation of the curriculum. Governors have a responsibility for determining, monitoring and keeping under review, plans and procedures within which the school operates.

- The main aim of the school is to raise the educational achievement of all its pupils, in accordance with its instrument of government and in particular its ethos statement.
- We will respond to the needs of the Catholic community as a whole as represented by the Diocesan bishop, complying in all respects with diocesan requirements.
- We will consider not only the requirements of the school, but also the interests of other Catholic schools, colleges, academies and of Catholic education throughout the diocese, the community and other schools.
- IEB members have equal status
- Board members share a central concern which is the welfare and flourishing of the school as a whole.
- We have a general duty to act fairly and without prejudice at all times, and have regard to our responsibilities under the Equality Act, working to advance equality of opportunity for all.
- We will treat all members of our community with dignity and respect.
- In so far as they have, or share responsibility for the employment of staff, board members will fulfil all reasonable expectations of a good employer.
- The board encourages open government and will be seen to do so.
- Board members do not normally act alone but as members of a corporate team. Individual governors have power only when it is delegated specifically to them by the IEB, or as enabled by the relevant legislation or regulations, for example regarding calling extraordinary meetings.

Commitment

Board members:

- acknowledge that accepting their role on the IEB involves the commitment of significant amounts of time and energy;
- will involve themselves actively in the work of the board and accept their fair share of responsibilities;
- will make full efforts to attend all meetings and where they cannot attend, they will explain in advance why they are unable to; and in order to participate fully in the business of the board, will arrive punctually at meetings and avoid leaving early, except in an emergency.
- Will ensure that they are well prepared for meetings by reading papers provided in advance and advising the clerk of any potential amendments/corrections of e.g. to minutes beforehand so that a final fair copy is ready for the meeting;
- will visit the school, where all visits are arranged in advance with the staff and within the framework established by the board;
- Accept that, in the interests of transparency, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for

appointing us will be published on our school website and anything else required by law.

Relationships

In all our relationships we shall exercise stewardship and draw on the teachings and examples of Jesus Christ in that we will:

- comply with diocesan protocols for a committed working relationship between the diocese and the school;
- ensure that we continually communicate with and, where appropriate, seek support and guidance from our diocesan education service;
- strive to work as a team in which constructive working relationships are actively promoted;
- express views openly, courteously and respectfully in all our communications with other governors;
- not discriminate against anyone and will work to advance equality of opportunity for all;
- support the chair in ensuring appropriate conduct both at meetings and at all times;
- Work to create an inclusive environment where each board member's contributions are valued equally;
- seek to develop effective working relationships with the diocese, parish, senior leadership, staff and parents, pupils, local authority, other relevant agencies and the local community.

Confidentiality

Board members undertake to:

- observe confidentiality in all circumstances in particular in relation to matters concerning specific members of staff or pupils, both inside and outside the school, unless there are lawful requirements for disclosure;
- exercise the greatest prudence at all times when discussions regarding the business of the school arise outside the governing board meeting;
- exercise care and skill when communicating through social media;

Conflicts of Interest

Board members are required always to act in the best interests of the charitable objects set out in the governing documents of the school.

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 governing board's business in the register of business interests and, if such conflicted matter arises in a meeting, we will offer to leave the meeting for the appropriate length of time.

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

Governor Undertaking

As a member of the Interim Executive Board of St Joseph's Catholic Primary School, I undertake that I:

- Will preserve and develop the Catholic character of the School.
- Will not act in any way that is detrimental and/or prejudicial to the interests of Catholic education in the Diocese and the School.
- Have read, understood and will adhere to this Code of Conduct.
- Will also adhere to Appendix 1: The Nolan principles and Appendix 2: The Ethical Framework for Education.
- Confirm to the best of my knowledge I am eligible as a governor.
- Declare that I am not disqualified by law from appointment or eligibility as a governor.
- Agree to DBS checks and any other relevant checks being conducted that may be required by law or good practice.
- Understand that any refusal to do so may result in the termination of any appointment.

Approved by the IEB: 6th July 2023

Appendix 1

Nolan Principles

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

Appendix 2 Framework for Ethical Leadership in Education

The Association of School and College Leaders (ASCL) announced a commission on ethical leadership in education at their annual conference in March 2017. The commission included senior representatives across the education sector and its final report, *Navigating the educational moral maze*, was launched at a summit in London in January 2019. The Commission developed the Framework for Ethical Leadership in Education, which builds on the Nolan Principles of Public Service.

Leaders should show leadership through the following personal characteristics or virtues:

- **Trust** - Leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- **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.
- **Kindness** - demonstrate respect, generosity of spirit, understanding and good temper. We give difficult messages humanely where conflict is unavoidable.
- **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.
- **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.
- **Courage** - 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.
- **Optimism** - leaders are positive and encouraging. Despite difficulties and pressures, we are developing excellent education to change the world for the better