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## Platt C.E Primary School

### Code of Practice for School Governors and Associate Members

(Based on the National Governors' Association's model)

This code sets out the expectations on and commitment required from governors and associate members in order for the governing body to properly carry out its work within the school and the community.

#### **The purpose of the governing body**

The governing body is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The governing body aims to ensure that children are attending a successful school that provides them with a good education and supports their well-being.

#### **The governing**

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the headteacher
- Monitoring the educational performance of the school and progress towards agreed targets
- Performance managing the headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

## **As a member of the body I agree to the following:**

### **Role & Responsibilities**

- I understand the purpose of the body and the role of the Headteacher.
- I accept that we have no legal authority to act individually, except when the body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- Although appointed through different routes (i.e. parents, staff, Local Authority community, foundation), the overriding concern of all governors has to be the welfare of the school as a whole.
- I accept collective responsibility for all decisions made by the body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- I have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, I will fulfil all that is expected of a good employer.
- I will encourage open governance and will act appropriately.
- I will consider carefully how our decisions may affect the community and other schools.
- I will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing body.
- I will actively support and challenge the Headteacher
- I will accept and respect the difference in roles between the body and staff, ensuring that I work collectively for the benefit of the organisation;
- I will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;
- I agree to adhere to the school's rules and policies and the procedures of the governing body as set out by the relevant governing documents and law
- When formally speaking or writing in our governing role I will ensure our comments reflect current organisational policy even if they might be different to our personal views;
- when communicating in our private capacity (including on social media) I will be mindful of and strive to uphold the reputation of the organisation

### **Commitment**

- I acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.

- I will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups.
- I will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- I will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- My visits to school will be arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the headteacher. Governors will sign the visitors' book on arrival at the school and sign out when they leave. Governors will not be permitted into the school unsupervised. After concluding their duty at the school governors will promptly vacate the building.
- When visiting the school in a personal capacity (i.e. as a parent or carer), I will maintain our underlying responsibility as a governor.
- I will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- I will commit to a minimum training requirement to include New Governor's Induction, Understanding School Data, and Safeguarding.
- I accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency I accept that information relating to governors will be collected and logged on the DfE's national database of governors (Edubase).

## Relationships

- I will strive to work as a team in which constructive working relationships are actively promoted.
- I will express views openly, courteously and respectfully in all our communications with other governors, the clerk to the governing body and school staff both in and outside of meetings.
- I will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- I am prepared to answer queries from other body members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- I will seek to develop effective working relationships with the staff and parents, the local authority, the Diocese and other relevant agencies and the community.

## Confidentiality

- I will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- I will exercise the greatest prudence at all times when discussions regarding school arise outside a governing body meeting.
- I will not reveal the details of any governing body vote.
- I will ensure all confidential papers are held and disposed of appropriately.

## Conflicts of interest

- I 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 body's 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.
- I accept that the Register of Business Interests will be published on the school website.
- I will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- I will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.
  
- **Ceasing to be a governor**
- I understand that the requirements relating to confidentiality will continue to apply after a governor leaves office

## Breach of this code of conduct

- If I believe this code has been breached, I will raise this issue with the chair and the chair will investigate; the governing body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- I understand that any allegation of a material breach of this code of practice by any governor shall be raised at a meeting of the governing body and if agreed be substantiated by a majority of governors, shall be minuted and can lead to consideration of suspension from the governing body.
- I am aware of the provisions of regulation 15(1) of the School Governance (Procedures) (England) Regulations 2003, as amended, which pertain to the grounds for suspension as a school governor, Schedule 6 of the School Governance (Constitution) (England) Regulations 2007 and Schedule 4 of the School Governance (Constitution) (England) Regulations 2012, relating to the disqualifications from the role of school governor (held as a separate document).
- Should it be the chair that I believe has breached this code, another governing body member, such as the vice chair will investigate.
  
- For governing bodies to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously
- Acknowledged as the accountable body by the lead professionals
- Willing and able to monitor and review their own performance.

**General**

- I understand the purpose of the governing body and the role of the headteacher as set out above.
- I am aware of and accept the Nolan seven principles of public life: see appendix. I will support and promote appropriate partnerships and collaborations with other schools in the community, the LA and the Diocese.
- In making or responding to criticism or complaints affecting the school I will follow the procedures established by the governing body.
- Procedure will follow that laid down in Statutory Instrument 2013 No. 1624 ‘The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 – Page 8, section 17 Suspension of governors.
- By signing this document governors and associate members give their consent to their information being shared as outlined above.

- **The Governing Body of Platt CE Primary School adopted this code of practice on 16<sup>th</sup> October 2017**

- **Undertaking:**

- As a member of the Governing Body I will always have the well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the Governing Body, the Headteacher or staff.

- Signed .....

- Printed name .....

- Date: .....

## **Appendix 1: 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.