



Doxey Primary School

Code of Conduct for School Governors

Date of Policy creation	October 2017
Policy lead	Tracey Wynn
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Frequency of review	Annually
Review due	Autumn 2022

Our Vision:

Doxey Primary School is an inclusive, positive learning environment that is part of the wider community. It delivers a values based curriculum that is inspirational and creative, providing children with exceptional opportunities to develop a love of learning for life. Ensuring that all our pupils leave with a strong set of values and the belief that they can, and will, achieve.

Learning values, achieving goals.

Our Values:

Respect
 Self-belief
 Curiosity
 Perseverance
 Pride

Our vision and values underpin all of our policies and the education we deliver. This policy has been created to keep the children of Doxey Primary School safe, happy and to ignite a love of learning that will last for life

Doxey Primary School

Code of Conduct for School Governors

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 an effective school which provides them with a good education and supports their well-being.

The governing body:

- Sets the strategic direction of the school by:
Setting and supporting the values, aims and objectives for the school.
Agreeing the policy framework for achieving those aims and objectives.
Setting statutory targets.
Agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure.
- Challenges and supports the school by monitoring, reviewing and evaluating:
The implementation and effectiveness of the policy framework.
Progress towards targets.
The implementation and effectiveness of the school improvement strategy.
The budget and the staffing structure.
- Ensures accountability by:
Signing off the school's own self-evaluation report.
Responding to School Improvement Partner and Ofsted reports when necessary.
Holding the head teacher to account for the performance of the school.
Ensuring parents and pupils are involved, consulted and informed as appropriate.
Making information available to the community.
Ensuring the well-being of students through robust safeguarding arrangements, including protecting them from extremist views and bullying via social media.
Promoting diversity and respect across all cultural mores.
Appointing and performance managing the head teacher, who will deliver the aims through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy and delivery of the curriculum and report appropriately to the governing body.
Ensuring fair and transparent recruitment processes.
Ensuring breadth and balance in the curriculum and compliance with the requirements for schools to promote social, cultural, moral and spiritual wellbeing of a civilised and peaceful society.

For governors 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.

Supported by the appropriate authorities in that task; and willing and able to monitor and review their own performance.

The role of a governor:

In law the governing body is a corporate body which means:

- No governor can act on his/her own without proper authority from the full governing body.
- All governors carry equal responsibility for decisions made, and although appointed through different routes (i.e. Parents, Staff, Local Authority, Co-opted, Foundation, Associate), the overriding concern of all governors has to be the welfare of the school, and the welfare and safety of all pupils.

General

- I understand the purpose of the governing board and the role of the head teacher as set out above.
- I am aware of and accept the Nolan seven principles of public life (see Appendix 1).
- I accept that we have no legal authority to act individually, except when the governing body has given me delegated authority to do so, and therefore I will only speak on behalf of the governing board when I have been specifically authorised to do so.
- I have a duty to act fairly and without prejudice and in so far as I have responsibility for staff, I will fulfil all that is expected of a good employer.
- I will encourage open government and will act appropriately.
- I accept collective responsibility for all decisions made by the governing board or its delegated agents. This means that I will not speak against majority decisions outside the governing board meeting.
- I will consider carefully how my decisions may affect the community and other schools.
- I will always be mindful of my responsibility to maintain and develop the ethos and reputation of our school and to keep our pupils safe. My action within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school I will follow the procedures established by the governing board.
- I will ensure that any safeguarding allegations against members of staff, volunteers or governors are referred to the Local Authority Designated Officer (LADO).
- I will be subject to an enhanced DBS check, if as part of my roles and responsibilities, I am in positions that include regular work in the presence of children or who care for, train, supervise or are in sole charge of children or if my actions give cause for concern.

Commitment

- I will involve myself actively in the work of the governing board and accept my fair share of responsibilities, including service on committees or working groups.
- I will make full efforts to attend all meetings and where I cannot attend, explain in advance, in full, why I am unable to.
- I will get to know the school well and respond to opportunities to involve myself in school activities.
- My visits to school will be arranged in advance with the staff and will follow the Governor Visit guidelines.
- I will consider seriously my individual and collective needs for training and development and will undertake relevant training.

Relationships

- I will strive to work as a team in which constructive working relationships are actively promoted.

- I will express my views openly, courteously and respectfully; the governor chairing a meeting is responsible for ensuring appropriate conduct at all times and the other governors are responsible for supporting the chair in that role.
- I am prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed. I will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- I will seek and develop effective working relationships with the head teacher, staff and parents, the local authority 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 and outside school.
- I will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.
- I will not reveal the details of any governing board vote.

Conflicts of interest

- I will record, in the Register of Business Interests, any pecuniary interest that we have in connection with the governing board's business.
- I will declare any personal or pecuniary interest in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

Implementation of this Code of Conduct

- I understand that any allegation of a material breach of this code of conduct by any governor shall be raised at a meeting of the governing board and, if agreed to be substantiated by a majority of governors, shall be minuted.
- I am aware of the provisions of regulation 15(1) of the School Governance (Procedures) (England) Regulations 2003 which pertain to qualification and disqualification for the role of school governor and grounds for suspension (held as a separate document).

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 Board 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 I believe has breached this Code, another Governor, such as the Vice Chair will investigate.
- Should a Governor become unable, for whatever reason, to fulfil their duties, it should be **their responsibility** to approach the Chair of Governors, in confidence in the first instance, to explain the circumstances. The Chair of Governors and the Governor concerned, in consultation with the Head Teacher, should consider whether it is in the best interests of the school to allow some flexibility. Where at all possible, a mutually agreeable arrangement should be reached. If the Governor having the difficulty has approached the Chair of their own volition, then it is most likely that this will be possible. All Governors should be informed of this arrangement, although personal details should remain confidential, so that it is clear that the situation is being managed.
- Where an agreement cannot be reached, or if a Governor is in contravention of the Code of Conduct and is uncommunicative or obstructive, then the Chair of Governors, having investigated the circumstances and having made every attempt to contact and communicate with the said Governor, should bring the case before the Governing Board for consideration (as I now meet twice termly, it should be possible to act reasonably quickly).

- Removal from the Governing Board, of any of its members, should be agreed by a quorum (to be set) of peers. The Chair of Governors (or Vice Chair if the Chair is unavailable) should have the casting vote.

NB At all stages, a mutually acceptable resolution, which prioritises the effective Governance of the school, is the preferred outcome.

Selflessness

Holders of public office should take decisions 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 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 this.

Honesty

Holders of public office have a duty to declare any public 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. From the 'Second Report of the Committee on Standards in Public Life', The Nolan Committee, 1996