



Governors Code of Conduct

William Reynolds Primary & Nursery School Governing Body

This Code of Conduct sets out the expectations and commitment required from governors in order for the governing body to properly carry out its work within the school and the community. It can be amended to include specific reference to the aims and ethos of the particular school.

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 outlines principles that support ethical decision-making and challenge unethical behaviour.

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 a culture of high expectations, aspirations and scholastic excellence. 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.

Once this code has been adopted, all governors agree to faithfully abide by it.

We will abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The governing body:

We will focus on our core governance functions:

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

- 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 pupils 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

Understanding how the school manages the budget and holding the head teacher and other leaders to account for effective management of the school finances.

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.

As individual board members, we agree to:

Fulfil our role & responsibilities:

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

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 well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the 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.

Build and maintain relationships:

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.
2. We will respect the remit of, and engage constructively with, relevant authorities and other schools.
3. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
4. We will work to create an inclusive environment where each board member's contributions are valued equally.
5. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality:

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing body vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent:

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act as a governor; not as a representative of any group.
6. We 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 website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.
8. I agree to the following details being published on the website in line with statutory regulations August 2015:
 - my full name;
 - the date of my appointment;
 - my category of governor

- which body appointed me;
- my term of office;
- the names of any committees I serve on;
- details of any positions of responsibility I hold such as chair or vice-chair of the governing body or a committee of the governing body
- any relevant business and pecuniary interests; (as recorded in the registry of interests) including governance roles in other institutions, any material interests arising from relationships between governors and school staff (including spouses, partners and close relatives);
- my attendance at governing body and committee meetings over the last academic year;

Implementation of this Code of Conduct

- I understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.
- 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).

Signed.....

Name.....

Date.....

We agree that this code of conduct will be reviewed annually endorsed by the full governing body.