

# Ashleworth C of E Primary School



## Governing Body Code of Conduct

Approved by:	Full Governing Body
Reviewed:	22 May 2023
Date of Next Review:	May 2025

## General

The Headteacher 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, the policies, plans and procedures within which the school operates. Theirs is a strategic role.

- The main aim of the school is to raise the educational achievement of all its pupils.
- The governing body will contribute most effectively to this aim by focusing on its three roles:
  - To provide a strategic view of where the school is heading by:
    - Setting and ensuring clarity of vision, values, and objectives for the school
    - Agreeing the school improvement strategy with priorities and targets
    - Meeting statutory duties
    - Acting as a critical friend by providing support and advice to the school.
  - To hold the school to account for the educational standards it achieves and the quality of the education it provides by:
    - Appointing the headteacher
    - Monitoring the educational performance of the school and progress towards agreed targets
    - Engaging with stakeholders
    - Contributing to school self-evaluation
  - To oversee 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
- All governors have equal status. Although governors are appointed and elected by different groups, their central concern is the welfare of the school as a whole.
- Governors have a general duty to act fairly and without prejudice at all times.
- In so far as they have, or share responsibility for the employment of staff, governors should fulfil all reasonable expectations of a good employer.
- Governors should consider carefully how their own decision might affect other schools.
- Governors should encourage open government and should be seen to do so.
- Governors do not act alone but as members of a corporate team. Individual governors have power only when it is delegated specifically to them by the whole governing body.

## Commitment

- Being a governor involves significant amounts of time and energy. Careful regard should be paid to this when agreeing to serve or to continue to serve on the governing body of Churcham Primary School.
- All governors should involve themselves actively in the work of the governing body and accept a fair share of the responsibilities, including service on committees.

- Regular attendance at meetings of both the full governing body and committees is essential. Apologies should be submitted in advance of the meeting if a governor will be unable to attend, and the other members of the governing body will decide whether it is appropriate to accept these apologies.
- Governors should know the school well and take opportunities to visit it and become involved in school activities. They should agree to making a minimum of 2 visits into school during the academic year.
- Governors 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, Governors accept that information relating to governors will be collected and logged on the DfE's national database of governors (Get Information About Schools).

## **Relationships**

- Governors should strive to operate as a team in which constructive working relationships are actively promoted.
- Governors should express views openly, courteously and respectfully in all our communications with other governors, the clerk to the governing body and school staff both inside and outside of meetings.
- Governors should develop effective working relationships with the head teacher, staff, parents, the Local Authority, other relevant agencies and the local community.

## **Confidentiality**

- Governors must observe complete confidentiality when asked to do so by the governing body, especially in relation to matters concerning individual staff, pupils or parents.
- Although decisions reached at governors' meetings are normally made public through the minutes, the discussions on which decisions are based should be regarded as confidential.
- Governors should exercise the highest degree of prudence when discussion of potentially contentious issues arises outside the governing body; matters of an operational matter should/must be referred to the Headteacher.
- Governors will ensure that all confidential papers are held and disposed of appropriately.
- Governors will only use school email addresses for all governor business.

## **Conduct**

- Governors should express their views openly within meetings but accept collective responsibility for all decisions.
- Governors should only speak or act on behalf of the governing body when they have been specifically asked to do so.
- All visits to school should be undertaken in line with the school's agreed policy on governor visits.
- In responding to criticism or complaints relating to the school, governors should refer to the school's 'Complaints Procedure' for the correct procedure to be followed and advise the complainant accordingly.
- Governors have a responsibility to maintain and develop the ethos and reputation of the school. Their actions within the school community should reflect this.

- Any pecuniary interest that a governor may have in connection with the governing body's business must be recorded in the register of pecuniary interests.
- Where an interest is declared, the governor must leave the meeting while the item is under discussion.
- Governors will actively support and challenge the executive leaders.
- Governors will accept and respect the difference in roles between the body and staff, ensuring that we work collectively for the benefit of the organisation
- Governors will respect the role of the headteacher and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.
- Governors understand that the requirements relating to confidentiality will continue to apply after a governor leaves office.

## **Training and Development**

Governor training and development is important. It benefits the school and individual governors and can help to develop effective teamwork. In addition to induction training, governors are strongly encouraged to undertake training to further their individual interests within the governing body and the work of the governing body as a whole.

## **Mentoring**

An experienced governor who acts as a mentor to new governors can provide support and a listening ear for all aspects of the work of the governing body. Governors should be prepared to act as mentors, as required.

## **Meetings**

Individual governors do not have any authority in school. It is the collective decisions of all the governors together that carry authority. The activities that governors undertake outside meetings can be seen as preparation for the times when the governing body 'goes live' - in a meeting.

It follows that if a governing body is to carry out its functions well, its meetings are crucial. Below is a suggested 'Meetings Charter'. If the Chair, the Head, the Clerk and all the governors subscribe to, and implement, a charter such as this, the governing body will be giving itself the best chance of coming to informed, collective decisions. This can be removed if we agree to adopt the charter set out below.

## **Meetings Charter**

### **As a governor I expect:**

- people to attend regularly and be punctual;
- an agenda and relevant documents to reach me at least seven days before the meeting;
- an agenda that makes clear the purpose of each item;
- a Chair who keeps to the agenda, paces the meeting so that time is given to each matter in proportion to its importance, draws on all members for contributions and keeps discussions to the point;
- my contributions to be heard and others to contribute to the discussion;
- the decision making process to be quite clear;
- governors to work together and not to be stubbornly partisan;
- governors to take collective responsibility for decisions;

- minutes that summarise views succinctly, record decisions accurately and are made available, in draft form, soon after each meeting.

**Others can expect me to:**

- attend regularly and be punctual;
- read the agenda, minutes and other papers before the meeting and note items I want to say something about;
- bring my papers to the meeting;
- make relevant and positive contributions;
- listen to and consider what other people want to say;
- accept my share of collective responsibility, even for those decisions that I do not personally agree with.

**Visiting the School**

- Governors do not have an automatic right to enter the school. However, they do need to have the opportunity to arrange visits to the school in order to see governors' policies in action and to understand how the school works. All visits should be in line with our agreed policy on governor visits.