



ESTCOTS CODE OF CONDUCT FOR GOVERNORS

These are the broad principles by which the governors of the school should operate at all times.

People who become school governors make a positive contribution by giving time and their experience to help shape the quality of learning in their school. The Governing body will ensure that their school is effectively and efficiently managed.

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.

1 Headteacher's responsibilities:

- Day-to-day management of the school
- Implementation of policy
- Operation of the curriculum

2 Governors' responsibilities:

- Determining, monitoring and keeping under review, the policies, plans and procedures within which the school operates.

3

- The main aim of the school is to promote high standards and raise the educational achievement of all its pupils.

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- 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 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.

- To act as a critical friend by providing support and advice to the school by ensuring:

- 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

- To hold the school to account for the educational standards it achieves and the quality of the education it provides by:

- Signing off the Self Evaluation Form
- Responding to School Improvement Partner and Ofsted reports when necessary
- Holding the headteacher to account for the performance of the school
- Ensuring parents and pupils are involved, consulted and informed as appropriate
- Making available information to the community
- Appoints and performance manages the headteacher 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.

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- 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.

6

- Governors have a general duty to act fairly and without prejudice at all times.

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- In so far as they have, or share, responsibility for the employment of staff, governors should fulfil all reasonable expectations of a good employer.

8

- Governors should consider carefully how their own decision might affect other schools.

9

- Governors should encourage open government and should be seen to do so.

10

- Governors do not act alone but as members of a corporate team. Individual governors have power only when it is designated specifically to them by the whole governing body.

Relationships:

- We will strive to work as a team in which constructive working relationships are actively promoted
- We will express 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.
- We are prepared to answer queries from other governors 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.

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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 a 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.
- Governors should know the school well and take opportunities to visit it and become involved in school activities.

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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. In order to avoid misunderstandings the governing body has a policy on governor visits. Please refer to the policy for details.

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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.
- Whilst governors are entitled to disclose the decisions made by the governing body, unless it was agreed as a confidential item by the governing body, governors are **not** entitled to identify the views expressed by individual named governors.
- Governors should exercise the highest degree of prudence when discussion of potentially contentious issues arises outside the governing body.
- To ensure confidentiality ALL email communication MUST go through secure email (not family email). All Governors will have an Estcots email address that may be accessed from any computer via the web.

- All documents will be added to the Governors Estcots email site and may be accessed via the web at any time.

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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 within a framework which has been established by the governing body and agreed with the Headteacher
- **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.

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Training and Development:

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

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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.

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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.

18a

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 contribution 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.*

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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.*

The Governing Body of Estcots Primary School adopted this code of conduct on 11th September 2023

Governors will sign the Code at the first governing body meeting of each school year

Signed

Printed name

Date:

Appendix: The Seven Principles of Public Life

(originally published by the Nolan Committee 31st May 1995)

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

1. Selflessness

Holders of public office should act solely in terms of the public interest.

2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

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

6. Honesty

Holders of public office should be truthful.

7. Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.