



CODE OF CONDUCT FOR GOVERNORS

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 schools operates.

Headteacher's responsibilities:

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

Governors' responsibilities:

- To provide a strategic view of where the schools are heading
- To act as a critical friend by providing support and advice to the schools
- To hold the schools to account for the educational standards it achieves and the quality of the education it provides
- To set and monitor the budget

The main aim of the Federation schools is to raise the educational achievement of all children.

Governors should not interfere in the schools' day-to-day operations or in its implementation of the curriculum, which are the responsibility of the Headteacher

All governors have equal status. Although governors are appointed and elected by different groups, they should weigh all factors and make decisions according to what they believe to be the best interests of the school.

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.

Governors need to be mindful of their responsibility to maintain and develop the ethos and reputation of the school. Their actions and behaviours within the school, interactions on social media forums such as Twitter or Facebook and the local community will reflect this.

Governors should exercise the highest degree of prudence when discussion of potentially contentious issues arises outside the 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 our schools.

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.

Governors must take responsibility for their own learning and development as governors, and should attend training whenever possible.

Regular attendance at meetings of both the full governing body and committees is essential. It is crucial to read all paperwork and prepare for meetings properly.

Governors should know the schools well and take opportunities to visit it and become involved in the schools' activities.



RELATIONSHIPS

Governors should strive to operate as a team in which constructive working relationships are actively promoted.

It is every Governor's responsibility to develop effective working relationships with the Headteacher, staff, parents, the LA and their local community.

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 schools work.

The governing body has a policy on governor visits. The key principles are:

- All governors should visit the schools.
- The total number of visits per term should be agreed in advance with the Headteacher. Too many visits can be disruptive to pupils' learning.
- The date and timing of a visit should be arranged in advance with the Headteacher and other staff involved.
- Visits should have a clear focus, linked to a school policy, a curriculum area or an aspect of the school development plan.
- If a governor is going to spend time in a classroom, this should be discussed with the class teacher so that both are clear how long the governor is coming for, what they are going to look at and what they are going to do.
- Governors should understand that their visits do not replace professional inspections or the monitoring role of the Headteacher. Governors should not make judgements about the effectiveness of the teaching that they see.
- If governors are concerned about any aspects of what they have seen this should be passed to the Headteacher.
- After the visit, the governor should report back, either orally or in writing to the governing body.

CONFIDENTIALITY

Governors must observe complete confidentiality when asked to do so by the governing body, especially in relation to matters concerning individual staff, children or parents. Confidential information obtained as a Governor, including minutes, must not be communicated to any other party without written agreement of the Headteacher and Chair of Governors.

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.

CONDUCT

Governors should express their views openly within meetings but accept collective responsibility for all decisions. It follows that governors will not speak out against majority decisions in public (including, but not limited to the use of social media) or in private outside the governing body.

Governors should only speak or act on behalf of the governing body when they have been specifically asked to do so.

All visits to the schools 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 our schools, governors should refer to the Federation schools' '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 our schools. Their actions within the schools' communities 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.

TRAINING AND DEVELOPMENT

Governor training and development is important. It benefits the schools 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.

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 schools.

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.

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.

Others can expect me to:

- attend regularly and be punctual (non attendance for 6 months will lead to consideration of suspension from the governing body, as below);
- 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.

BREACHES OF THIS CODE OF PRACTICE

If this code has potentially been breached, the matter will be raised with the Chair and the Chair will investigate. A proven breach of this code is likely to result in suspension from the Governing Body.

Governors 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 (with advance notice to all through the agenda), and, if agreed to be substantiated by a majority of governors, shall be minuted and can lead to consideration of suspension from the governing body (by referral, depending on the way in which the governor was appointed).



Governors are 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 and of Schedule 6 to the School Governance (Constitution) (England) Regulations 2007 relating to the disqualifications from the role