



GOVERNING BOARD CODE OF CONDUCT

The Code sets out the commitment required from school governors to enable the Governing Board to carry out its work. The Code is approved by the Governing Board and applies to all governors. Governors are required to familiarise themselves with the Code and their acceptance of the role of governor at Bassett Green School, implies they have agreed and will abide by this Code.

1 The Purpose of the Governing Board

The Governing Board, as the accountable body of the school is responsible for the conduct of the school and for promoting high standards. We need to ensure that children are attending a successful school which provides them with a good education and supports their wellbeing. The Board has the following core strategic functions:

1. To ensure clarity of vision, ethos and strategic direction, by:
 - Setting vision, values, and objectives for the school
 - Agreeing the school improvement strategy with priorities and targets
 - Meeting statutory duties
2. To hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff, by:
 - Appointing and performance managing the Headteacher
 - Monitoring educational performance and progress towards agreed targets
 - Engaging with stakeholders
 - Contributing to school self-evaluation
3. To oversee the financial performance of the school and make sure its money is well spent, by:
 - Setting the budget and monitoring expenditure
 - Ensuring money is used effectively
 - Ensuring risks to the school are managed.

2 The Responsibilities of a Governor

As individuals on the Board, all governors agree to the following:

- We understand the purpose of the Board and the role of the Senior Leaders.
- We accept that we have no legal authority to act individually, except when the Board has given us delegated authority to do so. We will only speak on behalf of the Governing Board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the Board. We will not speak against majority decisions outside the Governing Board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.

- We will consider carefully how our decisions may affect the community and other schools.
- We will be mindful of our responsibility to maintain and develop the ethos and reputation of the school and our actions will reflect this.
- In responding to complaints, we will follow the procedures established by the Governing Board.
- We will accept and respect the difference in roles between the Board and staff, ensuring that we work collectively for the benefit of the school;
- We will respect the role of the senior leaders and their responsibility for day-to-day management of the school and avoid any actions that might undermine their leadership and activities.
- We will adhere to the rules, policies and the procedures of the school and Governing Board as set out in the relevant documents and legislation.
- When formally speaking or writing in our governing role, our comments will reflect current organisational policy even if different from our personal views;
- When communicating in our private capacity, we will always try to uphold the reputation of the school.

COMMITMENT

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will involve ourselves actively in the work of the Governing Board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make efforts to attend all meetings and offer apologies in advance if unable to do so.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- Our visits to school will be arranged in advance and undertaken within the terms established by the Governing Board and agreed with the Headteacher.
- When visiting the school in a personal capacity, we will maintain our underlying responsibility as a governor.
- We will be willing to undertake relevant training and development to meet individual and collective needs.
- We will actively support and challenge the Headteacher and senior leaders.
- We accept that as required by the DfE, our details (names/terms of office/type of governor/roles/attendance records/business interests) will be published on the school's website.
- We accept that information relating to governors will be logged on the DfE's national database GIAS '[Get Information About Schools](#)'. These details are updated through the school's Secure Access Account, administered by the school Business Manager, who should be informed of any changes (for example address).

RELATIONSHIPS

- We will work as a team and promote constructive working relationships.
- We will express views openly, courteously and respectfully in our interaction with other governors, the Clerk to the Governing Board and school staff both in and outside of meetings.

- We will support the Chair in their role of ensuring appropriate conduct.
- We will answer queries from other governors in relation to delegated functions and consider any concerns expressed. We will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the Headteacher, staff and parents, the community and the local authority and other relevant agencies, the community and other schools in The Aspire Trust.

CONFIDENTIALITY

It is likely that during meetings, subjects will be discussed that are confidential and should not be discussed or disclosed to anyone else outside of the meeting. Meeting papers considered to be confidential must not be disclosed to anyone outside of the Governing Board.

Confidential items will be minuted separately and should not be disclosed to anybody outside of the Governing Board. Governors should be careful when any reference to individuals arise, especially when dealing with staff and personnel issues. The identity of individual pupils must always be protected.

WE AGREE to:

- observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside school.
- observe confidentiality where necessary regardless of how the confidential information was obtained (for example, Ofsted inspection initial feedback meetings prior to published judgments, performance management meetings, parent complaints, exclusions, informal conversations, pupil progress meetings).
- exercise the greatest prudence when discussions regarding school business arise outside a Governing Board meeting.
- keep confidential the details of any Governing Board vote.
- ensure that all confidential papers are held and disposed of appropriately.
- be vigilant in email communication not to inadvertently reveal confidential information that allows individuals to be identified.

We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office.

CONFLICTS of INTEREST

- We will record any pecuniary or other business interests we have in connection with the Governing Board's business in the Register of Business Interests.
- We accept that the Register of Business Interests will be published on the school's website.
- We will act in the best interests of the whole school and not as a representative of any group, even if elected to the Governing Board.

3 Breach of this Code of Conduct

- If we believe this Code has been breached, we will raise this with the Chair who will investigate. The Governing Board will only consider suspension or removal of a governor as a last resort after seeking to resolve any difficulties or disputes more constructively.
- Should it be the Chair that is believed to have breached this Code, the Vice-Chair or another governor will investigate.

4 Ethical Framework for Educational Leadership

Appendix 1 outlines the seven Principles of Public Life (*Nolan Principles 1994*) and the ideal qualities to which governors should aspire (*A Competency Framework for Governors, DfE January 2017*).

This Code is included in the Bassett Green School Induction & Governance Handbook and on the Governor secure zone of the school website.

This version agreed at Full Governing Board meeting of 8 October 2019

M A Smith
Chair
Reviewed August 2019

APPENDIX 1

Ethical Framework for Educational Leadership

This framework is based on the seven Principles of Public Life (*Nolan Principles 1994*). School Leaders include both those who are paid to lead schools and those who volunteer to govern them.

- 1 Selflessness**
Act solely in the interest of children.
- 2 Integrity**
Avoid placing themselves under any obligation that might inappropriately influence them in their work and declare any conflicting interests or relationships.
- 3 Objectivity**
Take decisions impartially and fairly, using the best evidence and without bias.
- 4 Accountability**
School leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- 5 Openness**
Take decisions in an open and transparent way. Information should not be withheld from scrutiny unless there are clear and lawful reasons for doing so.
- 6 Honesty**
School leaders should be truthful.
- 7 Leadership**
School leaders should exhibit these principles in their own behaviour. They should promote and support the principles and be willing to challenge poor behaviour wherever it occurs.

A Competency Framework for Governors, DfE January 2017 adds that governors should also have the following qualities. They should be:

Committed

Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for pupils. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.

Confident

Being of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the Governing Board.

Curious

Possessing an enquiring mind and an analytical approach, and understanding the value of meaningful questioning.

Challenging

Providing appropriate challenge, not taking information or data at face value and always driving for improvement.

Collaborative

Prepared to listen to and work in partnership with others and build strong working relationships within the Board and with leaders, staff, parents and carers, pupils and the local community.

Critical

Understanding the value of critical friendship which enables both challenge and support, pursuing learning and development opportunities to improve their own and whole board effectiveness.

Creative

Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success

As role models for the young, school leaders, including governors should ideally have the following personal characteristics:

Trust	Beyond reproach and honest about motivations.
Wisdom	Self-awareness and experience, knowledge, insight to make sound judgements.
Kindness	Demonstrate respect, generosity, understanding (able to give difficult messages kindly).
Justice	Work fairly for the good of all children.
Courage	Hold one another to account. Protect the safety and right of children to a broad and effective education.
Optimism	Be positive and encouraging, despite difficulties.