

Stratford-sub-Castle Church of England VC Primary School

Learning for life in a positive and caring Christian community

Code of Conduct for School Governors #3

The *Code of Conduct for School Governors* was reviewed during the Spring Term 2016.

This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	14/03/16
REVIEW DATE:	2017/2018
AUTHOR:	Mrs Kay Bridson & Miss Angela Britten
HEADTEACHER:	Mrs Kay Bridson
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SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<i>Aims of the School Governor's Classroom Visits Policy Scheme of Delegation Induction for Governors Policy.</i>

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Code of Conduct for School Governors #3

The *Code of Conduct for School Governors* was reviewed during the Spring Term 2016. It should be read in conjunction with the *Aims of the School*, the *Governor's Classroom Visits Policy*, the *Scheme of Delegation* and the *Induction for Governors Policy*.

This policy will be reviewed in the 2017/2018.

Introduction

Research has shown that a Governing Body can make a difference to the overall quality of a school and can help to create the climate for effective teaching and learning to take place. We recognise that, in order to begin to achieve this degree of effectiveness we will need to manage our own affairs competently; this code of conduct, therefore, is written with the aim of improving working practice.

Recognition of the Role

The role of the Governing Body is to:

- ensure clarity of vision, ethos and strategic direction
- hold the headteacher to account for the educational performance of the school and its pupils and the performance management of staff
- oversee the financial performance of the school and make sure its money is well spent.

Each governor is equally important and has an equally important contribution to make to the government of the school. Employees of the school are not permitted to chair the full Governing Body but, in every other respect, all governors have equal power and we are therefore anxious that all governors of this school should enjoy the same esteem and status.

We recognise that governors are elected or appointed by different groups to whom they may feel some loyalty. However, we urge all governors to see themselves as representatives of these groups and not delegates with a mandate to vote as instructed by them.

Our aim is to work as a team in a truly collaborative manner. While we recognise that our individual commitments may be uneven due to personal circumstances, we are particularly anxious that this should never cause us to work as an "A" team (those willing and able to give the time) and a "B" team (those willing to rubber-stamp decisions of the "A" team).

Meetings

- Because all governors' meetings are private, only legally appointed or elected governors or those who are invited to do so by the full governing body, attend meetings.
- The content of meetings is not discussed outside the meeting other than with other members of the governing body.
- Minutes are public property but these only record decisions and indicate action – not how individuals behaved.
- There will be some issues; mostly to do with individual pupils or individual employees – which are minuted separately and confidentially. The full governing body decides which these issues are.

We recognise that a great deal of our time will be spent in preparing for, traveling to, attending and following up meetings. We are therefore committed to making the most effective use of this time by keeping our meeting practice under regular review.

Decisions

- Decisions are collective; we always aim to move towards consensus, but we recognise that there are occasions where it will be necessary to take a vote.
- Having arrived at a decision; whether by vote or by consensus, we recognise that it is vital that we all remain loyal to that decision.
- No governor, including the Chair, speaks for the Governing Body without a mandate to do so.

Who Makes Decisions

Our “Scheme of Delegation” makes who is able to make decisions clear.

The scheme is reviewed annually but in broad terms it aims to clarify

- how day-to-day management of the school is delegated to the Headteacher;
- how the committee structure works at Stratford-sub-Castle Primary School;
- by what process governors inform themselves in order to carry out their statutory responsibilities, for example, monitoring the budget or ensuring the National Curriculum is taught.

Conflicts of Interest

Governors will avoid putting themselves in a position where there is conflict; actual or potential, between their personal interests and their duties to the Governing Body. Examples of a circumstance where a governor should withdraw from a meeting in order to avoid such a conflict are;

- when the behaviour or progress of that governor’s child is being discussed;
- when a personnel issue is being discussed in relation to a post where a governor employed at the school, for example a teacher governor, might directly or indirectly benefit from the outcome;
- when a contract for building work is being discussed and a governor has an interest in, or is employed by, one of the companies quoting.

We do not generally expect such conflicts to be difficult to anticipate or resolve. In the case of any dispute, the full Governing Body adjudicates. A governors “Register of Interests” is compiled to anticipate any such conflict. The register also provides a mechanism for identifying professional skills, hobbies and interests which could be a valuable resource for our school.

Commitment to the School

Induction

In order to welcome new governors properly and to enlist their lasting commitment, we recognise the need for a well planned induction for all new governors. Responsibility for planning and implementing this programme rests with the whole Governing Body and appears as a separate written policy which will be reviewed annually. New governors are encouraged to read this document as part of their induction.

Meetings

Much of our business will be conducted in meetings and we therefore commit ourselves, as very high priority, to attend all Governing Body meetings and as many committee meetings as we can. To facilitate the best possible attendance we will fix the dates of all Governing Body meetings a year ahead.

To make the most effective use of meetings we will also commit ourselves to proper preparation and prompt starts.

Visits

We also recognise that it is very hard to be an effective school governor without knowing about the school, the staff who run it or the children who learn in it. We are therefore committed to looking for purposeful ways of visiting the school, not as inspectors, but as those given a legitimate role in its strategic development, to monitor and evaluate school improvement. To achieve this, we will try to get to know the school as well as we can.

Training

We are dedicated to the development of the school and of those who work in it. We recognise that the central role we now have in that development will be effective only if we ourselves seek appropriate training and support.

This Code of Conduct was agreed by the Governing Body on: 14/03/16