



# CHATHAM & CLARENDON GRAMMAR SCHOOL

## Code of Conduct for Governors

**Agreed by Governors: 20 March 2018**

Based on the DfE's Governance Handbook 2017, and  
A Competency Framework for Governance 2017

### **Principles and personal attributes**

#### **The purpose of the governing body:**

The governing body is the accountable body for the school.

#### **The governing body:**

The purpose of the governing body is to:

- Ensure clarity of vision, ethos and strategic direction for the school;
- Hold executive leaders to account for the educational performance of the organisation and its students, and the performance management of staff;
- Oversee the financial performance of the school and ensure its money is well spent.

Effective governance is based on six key features:

- Accountability that sets and champions vision, ethos and strategy;
- Accountability that drives up educational standards and financial performance;
- People with the right skills, experience, qualities and capacity;
- Structures that reinforce clearly defined roles and responsibilities;
- Compliance with statutory and contractual requirements;
- Evaluation to monitor and improve the quality and impact of governance.

## **The role of a governor:**

In law the governing body is a corporate body, which means:

- no governor can act on her/his own without proper authority from the full governing body;
- all governors carry equal responsibility for decisions made, and
- although appointed through different routes (i.e. members co-opted, parent, staff, ), the overriding concern of all governors has to be the welfare of the school as a whole.
- All governors should fulfill their duties in line with the seven principles of public life (Nolan Principles). They should also be mindful of their responsibilities under equalities legislation, recognising and encouraging diversity and inclusion. They should understand the impact of effective governance on the quality of education and on outcomes for all students.

## **Personal attributes of a governor:**

All governors should be:

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

**Confident:** Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board;

**Curious:** Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning;

**Challenging:** Providing an appropriate challenge to the status quo, 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 understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, students, the local community and employers;

**Critical:** Understanding the value of critical friendship which enables both challenge and support, and self-reflective, 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.

## **The Seven Principles of Public Life**

*(originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).*

### **Selflessness**

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

### **Integrity**

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

### **Objectivity**

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

### **Accountability**

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

### **Openness**

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

### **Honesty**

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

### **Leadership**

Holders of public office should promote and support these principles by leadership and example.

## Code of Conduct and Undertaking:

### General

- I understand the purpose of the governing body and the role of the Headteacher as set out above;
- I am aware of and accept the Nolan seven principles of public life;
- I accept that I have no legal authority to act individually, except when the governing body has given me delegated authority to do so, and therefore I will only speak on behalf of the governing body when I have been specifically authorised to do so;
- I have a duty to act fairly and without prejudice, and in so far as I have responsibility for staff, I will fulfil all that is expected of a good employer;
- I will encourage open government and will act appropriately;
- I accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that I will not speak against majority decisions outside the governing body meeting;
- I will consider carefully how our decisions may affect the community and other schools;
- I will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this; and
- In making or responding to criticism or complaints affecting the school I will follow the procedures established by the governing body.
- In the interests of transparency I accept that information relating to governors will be collected and logged on the DfE's national database of governors (Edubase).
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### Commitment

- I acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy;
- I will each involve myself actively in the work of the governing body, and accept a fair share of responsibilities, including service on committees or working groups;
- I will make full efforts to attend all meetings and where I cannot attend, explain in advance in full why I am unable to;
- I will get to know the school well and respond to opportunities to involve myself in school activities;
- My visits to school will be arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the Headteacher;
- I will consider seriously both individual and collective needs for training and development, and will undertake relevant training; and
- I am committed to actively supporting and challenging the Headteacher.

### Relationships

- I will strive to work as a team in which constructive working relationships are actively promoted;
- I will express views openly, courteously and respectfully in all our communications with other governors;
- I will support the chair in their role of ensuring appropriate conduct both at meetings and at all times;
- I am 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; and
- I will seek to develop effective working relationships with the Headteacher, staff and parents, the local authority and other relevant agencies and the community.

### **Confidentiality**

- I will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school;
- I will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting; and
- I will not reveal the details of any governing body vote.
- When communicating in a private capacity (including social media) I will be mindful of, and strive to uphold, the reputation of the organisation.

### **Conflicts of interest**

- I will record any pecuniary or other business interest that we have in connection with the governing body's business in the Register of Business Interests; and
- I will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

### ***Breach of this code of practice***

- If I believe this code has been breached, I will raise this issue with the Chair and the Chair will investigate; the governing body should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways;
- Should it be the chair that I believe has breached this code, another governor, such as the vice chair will investigate;
- I 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, 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; and
- I am 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 of school governor (held as a separate document)

### **Undertaking:**

As a member of the Governing Body I will always have the well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the Governing Body, the Headteacher or staff.

## Undertaking

I have read and will abide by the Code of Conduct for Governors 2017.

As a member of the Governing Body I will always have the well-being of the students and reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say anything publicly that would embarrass the school, the Governing Body, the Headteacher, or staff.

Signed .....

Print name .....

Date: .....