

Dinglewell Junior School

Code of Conduct for the Governing Body of Dinglewell Junior School

Adopted from Gloucestershire County Council model, November 2014 & reviewed annually by the FGB

Next Review: September 2026

Code of Conduct for the Governing Body of Dinglewell Junior School

The following code provides a statement of the broad principles by which the governors of Dinglewell Junior School operate, adopted from the Gloucestershire County Council model.

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.

- The main aim of the school is to raise the educational achievement of all its pupils.
- The governing body will contribute most effectively to this aim by focusing on its four roles:
 - To provide a strategic view of where the school is heading.
 - To act as a critical friend by providing support and advice to the school.
 - To hold the school to account for the educational standards it achieves and the quality of the education it provides.
 - To oversee financial performance by setting the budget, monitoring expenditure against the budget, ensuring money is well spent and is value for money, and ensuring risks are managed.
- 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.
- 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 have a responsibility to avoid any conflict between their business and personal interests and the interests of the school. This is essential for effective and accountable financial management of the school. Interests must be declared, and this information published on the school website.
- 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.

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.
- The Governors must fulfil their assigned monitoring role effectively and conduct their visits twice a year. Findings are feedback to the FGB/C&S at termly intervals.
- Governors accept that in the interest of open governance, their full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the board responsible for appointing each governor will be published on the school's website.
- In the interests of transparency, information relating to governors will be collected and logged on the DfE's national database of governors (Get Information About Schools).

Relationships

- Governors should strive to operate as a team in which constructive working relationships are actively promoted.
- Governors should develop effective working relationships and communications with the head teacher, staff, parents, the Local Authority, the Diocese, other relevant agencies and the local community.

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.
- Although decisions reached at governors' meetings are normally made public through the minutes, the discussions on which decisions are based should be regarded as confidential.
- Governors should exercise the highest degree of prudence when discussion of potentially contentious issues arises outside the governing body.

- Governors should ensure that all confidential papers are held and disposed of appropriately.
- Governors must use a school email address for all business and correspondence pertaining to governance.
- Governors must understand that confidentiality around their time as governor will continue to apply after finishing their term.

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 the framework which has been established by the governing body and agreed with the head teacher.
- 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.

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.

Mentoring

An experienced governor who acts as a mentor or 'buddy' 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 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 our 'Meetings Charter', giving our governing body the best chance of coming to informed, collective decisions.

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 contributions 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;
- 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.

Breach of the Code of Conduct

- If it is considered that a governor has breached the code the issue will be raised with the Chair to investigate. The governing body will seek to resolve any difficulties or disputes in a constructive way, but with suspension or removal of a governor being a last resort.
- If it is considered the Chair has breached the code, another governor such as the Vice Chair will investigate.

Visiting the School

- Governors do not have an automatic right to enter the school. However, they do need to have the opportunity to visit in order to see governors' policies in action and to understand how the school works - please see our Visiting Policy to avoid misunderstandings.
- Common visit principles worth observing are:
 - All governors should visit the school.
 - The total number of visits per term should be agreed in advance with the head teacher, using the agreed Subject Link crib sheet for guidance. Too many visits can be disruptive to pupils' learning.
 - 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 head teacher. 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 discussed with the head teacher.
- After the visit, governors should complete the standard reporting form, commenting on conclusions arrived at during a visit, and then report back to the governing body at next full meeting.
- If visiting the school in a personal capacity (i.e. as a parent or carer) maintain the underlying responsibility as a governor.

Annex 1

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.

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.

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

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.

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.

Honesty - Holders of public office should be truthful.

Leadership - Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Annex 2

Code of Conduct for Governors at Dinglewell Junior School

Governors Log

Please ensure that you read the Code of Conduct document as it is important to have a full understanding of current guidelines and practice.

Please sign below once you have read the document.

Name	Date	Signed