





## Governing Board Code of Conduct

Status	Non-Statutory
Title	Governing Board Code of Conduct
Nominated prime author:	Andrew Rigamonti (From The Key for School Governors)
Policy to be implemented by:	All Governors
Policy approved:	June 2021
Review period	Annual
Date reviewed/approved:	18 September 2024
Signature of chair of committee:	 

The master copy of this policy document is to be kept by the clerk to the Governors who must ensure that:

1. The Deputy Head, PA to the Head and the prime author all have a copy of the policy.
2. The policy review committee will carry out the review of the policy at the appropriate time.

## Contents

1. Aims, scope and principles.....	2
2. The 7 Nolan principles of public life .....	2
3. Governors' responsibilities .....	3
4. Working with others.....	3
5. Commitment to governance .....	4
6. Openness and transparency .....	4
7. Confidentiality .....	5
8. Data protection .....	5
9. Social media .....	6
10. Monitoring arrangements .....	6
11. Links with other policies .....	6
Appendix 1: breaches of the code of conduct .....	7

## 1. Aims, scope and principles

This policy aims to set and maintain standards of conduct that we expect all governors to follow.

By creating this policy, we aim to ensure that governors carry out their role with honesty and integrity, and help us to ensure our school is an environment where everyone is safe, happy and treated with respect.

The code is based on [the Governance Handbook](#) and the Department for Education's [guidance on the school governance regulations 2013](#). It should be read alongside our constitutional documents (e.g. our instrument of government, standing orders and any scheme of delegation).

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in the appendix.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, governors will use their judgement and act in the best interests of the school and its pupils.

## 2. The 7 Nolan principles of public life

As governors, we will follow these [principles](#) set out by the government at all times. They apply to anyone who holds a public office:

- **Selflessness** – we will act in the public interest
- **Integrity** – we will not act or take decisions to gain financial or other material benefits for ourselves, our family, or our friends. We will declare any conflict of interests
- **Objectivity** – we will act and take decisions impartially, fairly, and on merit. We will use the best evidence and avoid discrimination or bias
- **Accountability** – we understand that we are accountable to the public for our decisions and actions. To make sure of this, we will be scrutinised where necessary

- › **Openness** – we will act and take decisions openly and transparently. We will not withhold information from the public unless there are clear and lawful reasons for doing so
- › **Honesty** – we will be truthful
- › **Leadership** – we will actively promote and support the above principles and will challenge poor behaviour wherever it happens

### 3. Governors' responsibilities

The 3 functions of our governing board are to:

- › Ensure clarity of vision, ethos and strategic direction of the Federation
- › Hold executive leaders to account for the educational and financial performance of the Federation, and the performance management of staff
- › Oversee the financial performance of the Federation and make sure money is well spent

In order to do this effectively, as individuals we will:

- › Understand and respect the distinction between the [role and responsibilities of the board](#) and those of the Federation leaders
- › Set and maintain an ethos of high expectations for everyone in the school community, including in the conduct and the professionalism of the board itself
- › Promote equity and diversity throughout our organisation, including the board's operation
- › Preserve and develop the character and religious character where applicable, of the Federation
- › Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- › Operate and make decisions in the best interests of pupils, informed by the views and needs of our key stakeholders (pupils, parents, staff, the local community and the local authority)
- › Follow the Federation's policies and procedures, and the procedures of the board as set out in relevant legislation, statutory guidance, and the Federation's constitutional documents
- › Take responsibility for our [self-evaluation](#), regularly reviewing our board's performance, constitution and skillset
- › Take part in any [training or development](#) required to fill any gaps in the skills we need for effective governance, including regular Safeguarding and Prevent training.
- › Understand that where responsibility has been delegated, the board as a whole remains accountable and that important decisions relating to core functions will be made by the full board
- › Comply with relevant guidance and legislation that sets out how we must manage our Federation's money, and procure goods and services
- › Act with integrity and transparency when making financial decisions, and understand that our financial management and decision-making will be scrutinised and audited
- › Declare all gifts worth more than £20 and record them on the gifts and hospitality register. We will not accept bribes.
- › We will work to actively identify and manage risks to the Federation

### 4. Working with others

We will:

- › Support and strengthen school leadership by providing constructive challenge to leaders, and holding them to account
- › Respect the role of the Federation leaders and avoid [routine involvement in operational matters](#)
- › Respect each other's views
- › Work together as a board to develop effective relationships with stakeholders
- › [Engage meaningfully with the communities we serve](#) and understand that we are answerable to these stakeholders
- › Follow the [Equality Act 2010](#), and apply the principles of fairness and equality in everything we do

## 5. Commitment to governance

We:

- › Will attend all meetings where possible. Where we cannot attend, we will explain our valid reason and give suitable notice
- › Understand and accept the time and workload commitments of the role
- › Understand that work should be shared among members and that all governors are expected to take an active role
- › Will [prepare ahead of meetings](#) to ensure we make informed contributions
- › Will participate in regular [pre-arranged school visits](#) in accordance with school policy
- › Will attend any training or development activity needed to ensure the board has a wide range of skills and expertise

## 6. Openness and transparency

### Conflicts of interest

To make sure our board takes impartial decisions without bias, we will:

- › Publish an up-to-date register of business and pecuniary interests of all governors/trustees including associate members
- › Declare any potential conflicts of interest at the beginning of each meeting, and withdraw from the meeting for the relevant item of business and not vote on the matter

### Publishing information

To ensure our board is transparent and open to the community we serve, we will make certain information publicly available.

- › We accept that the following [information will be published on the school's website](#) to ensure transparency:
  - The structure and remit of the board and any committees, and the full name of the chair of each one
  - For each governor who has served at any point over the past 12 months:
    - Their full name
    - Their date of appointment
    - Their term of office
    - The date when they stepped down (where applicable)
    - The body which appointed them

- Their relevant business and pecuniary interests
  - Their attendance record at board and committee meetings over the last academic year
- We accept that the information relating to governors will be published on [Get information about schools](#)
- Relevant interests include:
- A business interest in a company that could gain from your position on the governing board
  - Governance roles in other educational institutions
  - Relationships with other governors or members of school staff
- We accept that the board may collect diversity data to publish on the school website, which could include information on any of the 9 protected characteristics in the [Equality Act 2010](#)
- We understand that providing this information is voluntary and if we have already provided this information we are able to request it be removed from any reporting
- We accept that the approved board and committee minutes, and any agenda and papers considered at a meeting will be made [available to any interested person](#)

## 7. Confidentiality

In the course of our role, we are sometimes privy to sensitive information. We will [observe confidentiality](#) when discussing this information, and will not publicly disclose:

- Information about sensitive matters
- Information about named individuals (such as staff, pupils and their parents)
- Details of individual governors' contributions in meetings or how they may have voted

Confidential information will never be:

- Disclosed to anyone without the relevant authority
- Used to humiliate, embarrass or blackmail others
- Used for a purpose other than what it was collected and intended for

Our commitment to confidentiality does not overrule our duty to report child protection concerns to the appropriate channel where we believe a child is at risk of harm.

We will continue to observe confidentiality after we have left office.

### Breaches of confidentiality

In the event of a breach of confidentiality, we will inform one of the Co-chair as soon as possible who will investigate the matter further.

Governors understand that if they breach confidentiality, they may be suspended.

## 8. Data protection

We will follow the Federation's information security processes and measures and data protection policy when [using, storing, sharing and disposing of personal data](#).

Our commitment to data protection does not overrule our duty to report child protection concerns to the appropriate channel where we believe a child is at risk of harm.

### Personal data breaches

We will inform the Federation's data protection officer immediately if we believe that there has been a [personal data breach](#).

## 9. Social media

We will:

- Abide by our Federation's social media policy:

In addition we will:

- Uphold the reputation of the Schools and Federation at all times
- Maintain a professional presence online and carefully consider how we interact with the school community
- Review privacy settings regularly to make sure we are happy with the information about us that is publicly available
- Report any incidents of harassment we experience, or see towards governors to the chair of governors and the headteacher

We will **not**:

- Accept friend requests from pupils or join any private parent groups associated with the school
- Disclose any information which is confidential or would breach data protection principles
- Make comments online about any members of the governing board or school community that may bring the role of governor of the School/Federation into disrepute.
- Post [any inappropriate/offensive language, images or comments on social media](#) that may bring the role of governor of the Federation or the school/Federation into disrepute

## 10. Monitoring arrangements

This code of conduct will be reviewed and agreed annually, upon significant changes to the law, or as needed. It will be ratified by the full governing board.

## 11. Links with other policies

- This policy links with our policies on:
- Safeguarding
- E-safety
- Data protection

## Appendix 1: breaches of the code of conduct

If we suspect a governor has breached the code of conduct, we will follow this procedure:

- A Co-chair will investigate
- The Co-chair will hold a meeting with the governor to discuss the issue. The governor can bring a friend to the meeting. Another governor will attend to corroborate any decisions
- If the situation doesn't improve, or there is another suspected breach, we will take action to improve the issue. This may involve:
  - Further meetings with the Co-chair to reset expectations, based on this code of conduct
  - Support, mentoring or training for the governor
  - Making sure the governor withdraws from votes connected to any disputes they have been involved in
- If there is no improvement in the governors' behaviour, the board will vote on a motion to suspend them for up to 6 months. This is a last resort and will not be used without the above steps being taken, except in exceptional circumstances

Governors may be suspended if they:

- Are a staff governor undergoing disciplinary proceedings at the school
- Are undergoing court or tribunal proceedings that would result in the governor being disqualified from holding office
- Have acted in a way that is inconsistent with the ethos of the school and has brought, or is likely to bring the school into disrepute
- Breach confidentiality
- Have not attended governor meetings for 6 months without an apology.

'Bringing the board into disrepute' may include, but is not limited to:

- Speaking out publicly against the school
- Being disrespectful to members of the school community
- Behaving inappropriately in a public forum, such as a PTA meeting or on social media.

We may remove a governor from office where:

- There have been repeated grounds for suspension
- There has been serious misconduct. We will determine what counts as serious misconduct based on the facts of the case, but it will include any actions that compromise the 7 principles of public life, if sufficiently serious. An example of seriousness would be making comments on social media that are so inappropriate that they are removed by the social media Platform itself.
- They display repeated and serious incompetence
- They have engaged in conduct aimed at undermining fundamental British values
- Their actions are significantly detrimental to the effective operation of the board, or their actions interfere with the operational efficiency of the school

C.6 Procedure for removal of governors by the governing body (regulation 25) taken from The Constitution of Governing Bodies of Maintained Schools.

Removal by a governing body of a co-opted governor, ex-officio foundation governor, foundation governor, appointed parent governor or elected parent or staff governor is affected by resolution of the governing body but only if:

- the removal is confirmed by a resolution passed at a second meeting of the governing body not less than 14 days after the first meeting;

- the removal of the governor has been specified as an item on the agenda of both meetings; and
- the following additional conditions are satisfied.

Where the governor concerned is an ex-officio foundation governor or is a foundation governor whose removal has been requested by the nominating body, the additional condition is that the governing body considers the reasons for removal and gives the governor concerned the chance to make a statement in response.

Where the governor concerned is a co-opted governor, a foundation governor, elected parent or staff governor, or an appointed parent governor, the governor proposing the removal must at the meeting give reasons for the proposal and the governor concerned must have the chance to make a statement in response.

Governing bodies are expected to provide an appeals procedure to enable any removed governor to test the reasonableness of the governing body's decision to remove them. It is advised that an independent panel conducts the appeal, which could include a governor from another school, and/or a suitable official from the local authority, or a suitable diocesan representative.

It is advised that any governor subject to removal is provided with written details of the case against them ahead of any meeting, and it is advised this includes details of how their case is being handled, and the timeframes involved. They must then be given sufficient time and support to respond.