



## **FRIEZLAND PRIMARY SCHOOL: GOVERNING BODY CODE OF CONDUCT**

### **GENERAL:**

School Governors play an important role in the Friezland Community. Governors make a positive contribution to the School by giving their time, expertise and experience to help to shape the leadership and quality learning of the school.

The Headteacher and Senior Leadership Team are 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 and ensuring that the School fulfils all of its statutory and legal obligations.

#### **1 Headteacher's responsibilities:**

- Day-to-day management of the school
- Implementation of policy
- Operation of the curriculum

#### **2 Governors have responsibility for:**

- Determining, monitoring and keeping under review, the policies, plans and procedures within which the school operates.
- Supporting the Headteacher and staff of the school in achieving the school's aims and objectives
- Supporting the aims and objectives of the school and safeguarding the interests of the school and the students in the wider community
- Ensuring the school provides the best possible education for each of its pupils enabling them to reach the highest standards of achievement
- Acting as critical friends. This includes monitoring and evaluating the work of the school, offering support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. This will also include challenging and asking questions of the Headteacher.

#### **3**

- The main aim of the school is to raise the educational achievement and attainment of all its pupils.

#### **4**

- The governing body will contribute most effectively to this aim by focusing on its three roles:
  - To provide strategic leadership and development for the School
  - To act as a critical friend through monitoring of the school and 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



5

- 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.

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- Governors have a duty to act fairly and without prejudice at all times. Governors are required to declare any business, personal or pecuniary interests that they may have and should not allow these interests to influence their role as a Governor.

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- In so far as they have, or share, responsibility for the employment of staff, governors should fulfil all reasonable expectations of a good employer.

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- Governors should consider carefully how their own decision might affect other schools.

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- Governors should encourage open government and should be seen to do so.

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- Governors do not act alone but as members of a corporate team. Individual governors have power only when it is designated specifically to them by the whole governing body or when the Chair or Vice-Chair must take urgent action.

11

### **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.

12

### **RELATIONSHIPS**

- Governors should strive to operate as a team in which constructive working relationships are actively promoted.
- Governors should develop effective working relationships with the Headteacher, staff, parents, the LA and their local community.
- Governors must not allow their personal relationships within the school community to influence their role as a governor in any way.



13

### **VISITING THE SCHOOL**

- Governors do not have an automatic right to enter the school. However, they do need to have the opportunity to arrange visits to the school in order to see governors' policies in action and to understand how the school works.
- All governors should visit the school.
- The total number of visits per term should be agreed in advance with the headteacher. Too many visits can be disruptive to pupils' learning.
- The date and timing of a visit should be arranged in advance with the headteacher and other staff involved.
- 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 headteacher. 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 passed to the headteacher.
- After the visit, the governor should report back, either orally or in writing to the governing body.

14

### **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.
- Whilst governors are entitled to disclose the decisions made by the governing body, unless it was agreed as a confidential item by the governing body, governors are **not** entitled to identify the views expressed by individual named governors.
- Governors should exercise the highest degree of prudence when discussion of potentially contentious issues arises outside the governing body.

15

### **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. No member of the Governing Body should speak to the press



without prior authorisation from the Governing Body/consultation with the Headteacher or Chair of Governors.

- All visits to school should be undertaken within a framework which has been established by the governing body and agreed with the Headteacher.
- 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.

16

### **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.

17

### **MENTORING**

- An experienced governor who acts as a mentor 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.

18

### **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.

19

### **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 contribution 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.

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**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.

20

**SUSPENSION AND REMOVAL:**

- If the need arises to use the sanction of suspending a governor, we will do so under the advisement of the LA following standard procedures and regulations.
- We recognise that removing a governor from office is a last resort and that it is the appointing body that has the power to remove those that they appoint.

21

**CLASS GOVERNORS:**

Class Governors have been elected to take an additional interest in work and care of the pupils in each class.

Their role is to:

Gain an understanding of how the curriculum is being taught in the class

Form positive relationships with the adults and children in that class

Know that the wellbeing of pupils in general in the class

Attend class trips and assemblies if possible

To maintain or email communication via the class teacher

To let children in their class know about the role of the School Governors and the work they do

To know about standards of behaviour in the classroom and understand the work school is doing around this

To be involve in school improvement priorities which have an impact on children's education

Take an interest and be able to disseminate information to other Governors about the care and levels of interest demonstrated in their class



The Governors' role is not to judge the quality or standard in the classroom, but to gain an understanding of school life and help them to fulfil their monitoring responsibilities whilst building positive relationships with other stakeholders of the school community.

In the Autumn term Governors will receive a letter or letter from their class to tell them how the children have settled in. It is then up the class teacher and the Governor to keep in touch and invite the governor to special class assemblies, events and trips.



*Nicholas Jones*

Chair of Governors

The Friezland School Governors Code of Conduct has been adopted by all Governors.

The Code of Conduct will be reviewed at least annually or sooner as and when required.

A copy of the code of conduct is provided to all Governors and is available on the School's website.