

Governors Code of Conduct

Bolder Academy

390 London Road, Isleworth, Middlesex TW7 5AJ

Registered in England and Wales No: 08932893

Governors Code of Conduct V2

This policy is called:	Governors Code of Conduct
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Introduction

The Governing Board at Bolder Academy has the following core strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the Academy (s)/trust.
- Agreeing the Academy improvement strategy with priorities and targets.
- Meeting statutory duties.
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Ensuring accountability, by:

- Appointing the Headteacher.
- Monitoring the educational performance of the school/s and progress towards agreed targets.
- Performance managing the Headteacher.
- Engaging with stakeholders.
- Contributing to Academy self-evaluation.
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Overseeing financial performance, by:

- Setting the budget.
- Monitoring spending against the budget.
- Ensuring money is well spent and value for money is obtained.
- Ensuring risks to the organisation are managed.
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Code of Conduct

Members of the Governing Board agree to follow the Code of Conduct:

Role & Responsibilities

- We understand the purpose of the board and the role of the Headteacher.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the Governing Board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the Governing Board meeting.

- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our Academy and our partnership of schools in Hounslow. Our actions within the school and the local community will reflect this.
- We will all know and understand our responsibilities in keeping students safe at Bolder Academy.
- In making or responding to criticism or complaints we will follow the procedures established by the Governing Board.
- We will actively support and challenge the Headteacher.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the Headteacher and her responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.
- We agree to adhere to the rules and policies of Bolder Academy and the procedures of the Governing Board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views.
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation and will not offer a view about Bolder on social media unless agreed with the Chair or the Headteacher.

Commitment

- We acknowledge that accepting office as a governor/trustee/director involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the Governing Board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.

- We will arrive at meetings punctually, well-prepared, having read all pre-circulated papers
- We will get to know the Academy well and respond to opportunities to involve ourselves in Academy activities.
- We will visit the school following the framework below, established by the Governing Board.
- When visiting the Academy in a personal capacity (e.g. as a parent or carer), we will maintain our underlying responsibility as a governor and ensure that any conversations (including about one's own child) are undertaken as a parent and not as a governor.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training. New governors will attend induction training and all governors Safeguarding training every three years.
- We accept that in the interests of open governance, our 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 body responsible for appointing us will be published on the school's website.
- In the interests of transparency, we accept that information relating to governors/trustees will be collected and logged on the DfE's national database of governors (GIAS).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors/trustees and members, the clerk to the Governing Board and Academy staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other board members 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.
- We will seek to develop effective working relationships with the Headteacher, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or students, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a Governing Board meeting.
- We will not reveal the details of any Governing Board vote.
- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the Governing Board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the Academy's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- Regardless of how each of us is appointed to the Governing Board, we will act first and foremost in the best interests of the students of Bolder Academy and not as a representative of any group, organisation or other school.

Ceasing to be a governor/trustee

- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office.
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Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the Governing Board will only use

suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

- Should it be the chair that we believe has breached this code, another Governing Board member, such as the vice chair will investigate.

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.

Framework for Governors Visiting the Academy

All governors are expected to visit the academy from time to time to get to know the school better and to see first-hand, how the academy development plan is being progressed and/or follow-up specific discussions at meetings.

New governors will make a general introductory visit to the academy as part of their induction.

A visit should have a clear focus and may include meeting a relevant member of staff, observing a class, looking at students' work (anonymised), attending an event, meeting students or a mix of any of these.

Governors are always warmly welcomed into school, but visits must be arranged in advance as occasionally, school leaders will need to balance governor visits with work related directly with students. Visits will usually be arranged at meetings where the focus and the governor undertaking the visit will be agreed. A steer should be sought from the Headteacher or other LT member as to the most appropriate content and format of the visit.

Governor visits should be viewed as being supportive to teachers, informing our work and enabling us to understand any challenges they may face.

No judgements should be made on individuals nor on the quality of teaching. Note-taking should be avoided.

Any concerns should be mentioned to the SLT member organising the visit, not with staff members visited.

After a visit, the governor should try to feedback briefly to the SLT member and share the key areas observed with the GB, using the agreed pro-forma.



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