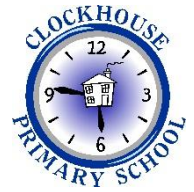


# CLOCKHOUSE PRIMARY SCHOOL



## Code of Conduct for Governors

### Mission Statement

**Our School - A family and a home for everyone**

**Working and Learning together to be the best that we can be**

### Our Vision

We are not just a school, we are home!

We lay the foundations for each individual's future and for dreams to be fulfilled - whatever they may be.

No two bricks are the same but are accepted for their uniqueness and are placed in their own special way to meet their needs.

The cement bonds us together as a family to keep us strong, stable and safe.

We are all safe and happy under one roof, we are protected from the elements and prepared to weather every storm.

The key to success unlocks the door to future achievements unseen before.

The windows show us the reflections of our future self as ready, respectful and responsible adults.

Collaboratively, together our home is decorated with challenge and the rooms are furnished with fun.

All around, a variety of trees grow naturally from the seed of success, with nurture and care anything is possible.

So we are not just a school, we are a home that provides a champion for all as well as timeless experiences and skills for a brighter future.

And that is why we are called Clockhouse.

Ring the bell, we're always here!

### School Aims

- To enable all children, members of the school community and the wider community to contribute to school life.
- To promote high standards and provide opportunities for all to achieve their full potential.
- To encourage a sense of self-worth and confidence empowering children to fulfil a contributing role in society.
- To create a diverse and challenging learning environment in which children are cared for and feel safe.
- To provide leadership and management which focuses on raising standards and promoting the personal development and well-being of all members of the school community.

The Governing Body of Clockhouse Primary School have agreed to adopt the following principles and procedures:

The term 'we' is used throughout the Code of Practice to represent the whole of the Governing Body.

### Roles and Responsibilities

- We recognise our three core strategic functions; to establish strategic direction, to ensure accountability and to oversee financial performance.
- We recognise that the Headteacher is responsible for the implementation of policy, day-to-day management of the school and the implementation of curriculum.
- We accept that all governors have equal status and, although appointed by different groups (ie. Parents, staff, LA, Community) understand that our overriding concern is the welfare of the school as a whole.
- We accept collective responsibility for all decision made by the Governing Body, meaning we will not speak against majority decisions outside of the Governing Body.
- We have no legal authority to act individually, except when the Governing Body has given us delegated authority to do so.
- 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 government and will act appropriately.

- We will consider carefully how our decisions may affect the community and other schools.
- We understand and endorse the 'Seven Principles of Public Life'; selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

### **Commitment**

We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy. Our expectations of each other are as follows:

- 100% attendance at the Full Governing Body;
- All Governors to be a member of at least 1 committee and attend 100% of the time;
- All Governors to strive to attend at least 2 Strategic Saturday morning sessions per year;
- If/when for genuine reasons Governors cannot attend a particular meeting, apologies to be sent in advance to the Chair;
- All Governors to take accountability for monitoring at least one curriculum area/theme;
- All Governors to take accountability for their individual training & development - this includes all new Governors attending the three part LBH Induction Programme;
- All Governors to visit the school during the school day at least once per term;
- All paperwork for meetings to be circulated as soon as reasonably possible and all Governors to commit to reading it.
- All Governors to make use of Governor Hub for collaborating and keeping information up to date.

We will get to know the school well and, wherever possible, positively respond to involve ourselves in school activities.

### **Relationships**

- We will strive to work as a team.
- We will seek to develop effective working relationships with the Headteacher, staff and parents, the Local Authority and other relevant agencies and the community.

### **Transparency**

- 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/academy committee members will be collected and logged on the DfE's national database of governors (Edubase).

### **Confidentiality**

- We will observe complete confidentiality when required or asked to do so by the Governing Body, particularly regarding matters concerning individual staff or pupils.
- We will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the school arises outside the Governing Body.

### **Conduct**

- We will encourage the open expression of views at meetings, but accept collective responsibility for all decisions made by the Governing Body or its delegated agents. This means that we will not speak out against majority decisions in public (or private) outside the Governing Body.
- We will only speak or act on behalf of the Governing Body when we have been specifically authorised to do so.
- In making or responding to criticism or complaints affecting the school we will follow the School Complaints Policy.
- Our visits to school will be undertaken within the framework established by the Governing Body and only once agreed with the Headteacher.
- In discharging our duties we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school.

## **Conflicts of Interest**

- We will complete an annual declaration of any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the Governing Body's business.
- At the commencement of every meeting we will identify if the agenda includes any items where we may have a conflict of interest and we will offer to leave the meeting for the appropriate length of time. We will identify any such matters should they arise at any time during the course of the meeting.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.

## **Desired meeting behaviour**

### **As participants we agree that:**

- Punctuality is vital. This enables both start and finish to be on time.
- Where possible every meeting is attended and Governors stay for the duration.
- Only one person speaks at a time and all points of view are welcomed and considered.
- All individuals will be listened to by the meeting participants, avoiding 'jumping in immediately' and allowing time for reflection.
- No side conversations take place, this distracts others, shows disrespect and prevents others from listening.
- No personal attacks or 'unprofessional' phrases are used but do be prepared to constructively challenge and support in equal measure.
- The meeting chair, in consultation with the Headteacher, will manage the content of the meeting.
- Any acronyms used are explained and understood by all Governing Body members.
- The meeting should be concise and there are no inappropriate anecdotes or personal agendas.
- Good news / debate is not presented at length but that reward and success is recognised.
- The meeting should be kept focussed and agenda items kept to, in order to avoid digressions.
- At times an agenda item should be taken off-line for resolution to avoid designing solutions to issues and problems around the table.
- Laughter is important and meetings should be enjoyed!

## **Visiting the school**

All Governors are welcome to visit the school during the working day and new Governors are particularly encouraged to arrange an early introductory visit with the Headteacher.

It is important that Governors understand that the Governors role is that of a 'critical friend' and not of an inspector. Visits should be used to learn more about the school, not to make judgements about the professional expertise of the teachers or individual member of staff. By observing and talking to pupils, talking with teachers and support staff, individual Governors can begin to get to know their school.

Important points to be aware of:

- There is no legal right to paid time off work for governors to perform their duties but many employers recognise the importance of the governor role.
- It is important for the school to arrange that staff governors have the opportunity to 'visit' the school on behalf of the Governing Body.
- Governors visiting the school as part of their monitoring role, will have a specific purpose to the visit. This will be either in relation to a specific responsibility held on the Governing Body or as part of your role in monitoring some aspects of the schools' development.
- Governors may also visit in the role of 'Year Group Governor'. This should only be by invite / or prior arrangement with the class teacher and again should have a purpose, even if it is to celebrate a success or watch a class performance.

### **Before the visit**

- Clarify a focus for the visit. This may be suggested by the Governing Body's monitoring of the School Improvement Plan, by suggestions from the Headteacher / Senior Teacher or by discussions with the Governing Body.

- Agree with the Headteacher / Senior Teacher the final visit focus and an appropriate time to suit both the governor and the member(s) of staff who will be involved.
- Communicate with the responsible members of staff outside teaching hours before the visit to discuss the focus/implementation.
- Agree how you will be introduced to pupils and be involved in the lesson or activity you are observing. Try also to sort out any organisational matters such as where you should sit and whether it will be appropriate to talk to the children.
- Remember that monitoring staff performance is the role of the Headteacher, not the governors.
- Read any appropriate policy documents and/or curriculum guidance.

### **During the visit**

- Observe discreetly.
- Get involved with the pupils' activities when invited to do so.
- Show an interest and ask questions, but don't monopolise the teacher's time.
- Never comment on the teacher's conduct of the lesson or on individual pupils.
- Do not allow yourself to become an instrument for advancing particular issues.
- Do not express your own opinions when pressed on controversial issues.
- Relax and enjoy your visit to the school.

### **After the visit**

- Discuss your observations with the relevant member of staff as soon as possible.
- Make notes while the visit is still fresh in your mind.
- Never include comments about individual children: if you have concerns, discuss them privately with the teacher and the Headteacher.
- Use the agreed Governor Visit pro-forma to prepare a draft report of your observations and share it with appropriate members of staff and the Headteacher.
- Prepare a final written report and upload it to the relevant folder in Governor Hub.

### **Your report to the Governing Body**

- After a visit to the school, please be prepared to share your findings with the Governing Body / relevant committee with a verbal summary of key points.
- Remember not to include the names of children.

### **Breach of the 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 Body 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.

Date Reviewed: Autumn 2025

Review Date: Autumn 2027