

STANDARDS COMMITTEE

Date of Meeting	Monday, 5 February 2018
Report Subject	Code of Conduct for School Governors
Report Author	Chief Officer (Governance)

EXECUTIVE SUMMARY

To inform Members on what is advised in respect of a code of conduct for school governors and the availability of training and support.

RECOMMENDATIONS

1	That Members note the report.
2	That Members who are themselves school governors ensure they are aware of their school's own code of conduct.

REPORT DETAILS

1.00	Explaining a Code of Conduct for School Governors
1.01	Governors of schools in Wales are responsible for the conduct of the school with a view to promoting high standards of educational achievement. In order that governing bodies may discharge their responsibilities and duties effectively and efficiently, governing bodies are required to agree a Code of Conduct.
1.02	A model code of conduct for governing bodies is available from Governors Wales, the national support body for school governors in Wales.
1.03	In adopting a code of conduct, a governing body should consider the following content:

- ensure that their actions reflect the considered, best interests of the school and its pupils;
- attend governing body meetings regularly;
- on appointment / election attend induction training, data training and chair training (for chairs only) provided by the Local Authority, if the criteria set out in *The Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013* applies;
- on appointment / election, familiarise themselves with work of the school and keep this knowledge up to date;
- maintain their knowledge of current education policy, regulations and guidance and extend their skills by participating in training programmes including whole governing body training and other events;
- demonstrate a commitment to equality of opportunity and reflect this in developing and applying the policies the school is required to have in respect of sex, sexual orientation, marital or civil partner status, gender reassignment, race, religion or belief, disability or age (as defined in the Equality Act 2010);
- act as a critical friend towards those with professional responsibilities in the school, bearing in mind the governing body's own responsibility to promote high standards of educational achievement;
- be conscious of, and act within, the limits of the responsibilities of the governing body and when necessary, seek and give due consideration to professional information, advice and guidance;
- respect the responsibility of the head teacher for the day-to-day decisions in the management of the school;
- observe collective responsibility by supporting, once determined by democratic means, the decisions of the governing body;
- respect the governing body's right to deem certain matters to be confidential, restricting discussion of such matters, whether inside or outside governing body meetings, solely to governor colleagues and in appropriate cases solely to discussion within governing body committees;
- develop with colleagues on the governing body, a clear vision for the school;

- focus their contribution to governing body decisions upon what is in the best interests of pupils, and be conscious that the welfare of pupils should always come first in terms of child protection, health and safety and helping each child to develop their full potential;
- encourage and participate in systems which provide for open and effective communication, helping to establish a clear vision of the school's development;
- be aware that all governors are equal and respect others' views and behave accordingly in dealings with governor colleagues;
- be aware of their accountability to parents and others in the local community and seek to devise effective dialogue with all those interested in the conduct and standards of the school;
- observe all protocols and procedures agreed by the governing body;
- be open, honest, objective, fair and impartial and prepared to confront the personal prejudices that may hinder informed decision-making including conflicts of interest.
- With the rise in popularity of social networking sites such as Facebook and Twitter, governors should remember that they are a representative of the governing body and part of a corporate body. It is therefore sensible for governors to maintain a certain level of separation on social networking sites, as this may create a conflict / difficult situation in the future;

1.04

In accordance with *The Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013*, the Authority provides access to on-line training and a termly training programme for governors. The statutory scope and content of the training includes reference to the Seven principles of Public Life/Principles of Conduct.

1.05

In accordance with *The Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013*, governing bodies are required to suspend /remove any governor who has not completed the statutory training within the require timeframe.

The Authority has not been made aware of any governor who has been suspended by their governing body for failing to complete the statutory training.

2.00	RESOURCE IMPLICATIONS
2.01	None arising from this report

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	None arising from this report

4.00	RISK MANAGEMENT
4.01	None arising from this report

5.00	APPENDICES
5.01	None

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>www.governorswales.org.uk</p> <p>Contact Officer: Kim Brookes, Senior Manager Business Change & Support Telephone: 01352 704025 E-mail: k.brookes@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	None