



## Code of Conduct for Local Governing Committees

This code of conduct was adopted by the Local Governing Committee of Ratton School on 1 October 2019 and will be reviewed annually at the first meeting each year.

**Date of next review: October 2020.**

This code sets out the expectations on and commitment required from governors in order for the Local Governing Committee (LGC) to properly carry out its work within the school, the MAT and the wider community.

The Local Governing Committee is a committee of the South Downs Learning Trust and, as such, has clear Terms of Reference and delegations as detailed in the Scheme of Delegation.

### **The Local Governing Committee has the following responsibilities:**

Contributing to, and fulfilling the vision and ethos of the school and South Downs Learning Trust, with particular regard to the aims and ambitions for their pupils.

Implementing and reviewing the Raising Achievement Development Plan (RADP) for the school in conjunction with the school leadership team and executive team and contributing to school self-evaluation. The LGC is focused on the school's performance and achieving sustained school improvement and having regard to any locally agreed priorities identified by South Downs Learning Trust.

Acting as a critical friend to the school leadership team; being ready to challenge and hold school leaders to account for the performance of the school.

Overseeing the management of the finances of the school to ensure the school works within its allocated and agreed budget and adopts and implements the appropriate financial management policies and procedures as determined by South Downs Learning Trust and the Academies Financial Handbook.

Meeting statutory duties

Engaging with local communities and stakeholders to ensure that other key players with a stake in the organisation get their voices heard by:

- Gathering the views of pupils, parents and staff and reporting on the results.
- Reaching out to the school's wider community and inviting them to play their part.
- Using the views of stakeholders to shape the school's culture and the underpinning strategy, policies and procedures.

Reporting to the South Downs Learning Trust as required.

## As individuals on the LGC we agree to the following:

### Role & Responsibilities

- We understand the purpose of the LGC and its delegated responsibilities as detailed in the Scheme of Delegation.
- We understand how the role of the LGC differs from and works with others including the headteacher/head of school and where appropriate, executive leaders and the trust board.
- We accept that we have no legal authority to act individually, except when the LGC has given us delegated authority to do so, and therefore we will only speak on behalf of the LGC when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the LGC or its delegated agents. This means that we will not speak against majority decisions outside LGC meetings.
- 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 South Downs Learning Trust community.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school and South Downs Learning Trust. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by South Downs Learning Trust.
- We will actively support and challenge school leaders and where appropriate, executive leaders.
- We will accept and respect the difference in roles between the LGC and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive leaders and their 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 school's rules and policies and the procedures of the LGC 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.
- We will avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with the role of the LGC.

### Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the LGC, 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 get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits arranged in advance with the headteacher/head of school/SLT member(s) and undertaken within the framework established by the LGC.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the LGC, 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 will be collected and logged on the DfE's national database of governors (Get information about schools).

### **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, the clerk to the governing board and school 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 will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life (see annex) or which may place pupils at risk.
- We are prepared to answer queries from other governors 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 school leaders, executive leaders, 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 pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a meeting.
- We will not reveal the details of any LGC vote.
- We will use the organisation email system to communicate on LGC business.
- 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 LGC 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 school website.

- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- 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 LGC.

#### **Ceasing to be a governor**

- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office.

#### **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 LGC 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 member of the LGC, such as the vice chair will investigate.

## Annex

### 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.

### The Framework for Ethical Leadership in Education

*The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.*

1. **Selflessness** - School leaders should act solely in the interest of children and young people.
2. **Integrity** - School leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. **Objectivity** - School leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **Accountability** - School leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **Openness** - School leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **Honesty** - School leaders should be truthful.

7. **Leadership** - School leaders 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. Leaders include both those who are paid to lead schools and those who volunteer to govern them.

Schools serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

- a. **Trust:** *leaders are trustworthy and reliable*  
We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- b. **Wisdom:** *leaders use experience, knowledge and insight*  
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools with propriety and good sense.
- c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper*  
We give difficult messages humanely where conflict is unavoidable.
- d. **Justice:** *leaders are fair and work for the good of all children*  
We seek to enable all young people to lead useful, happy and fulfilling lives.
- e. **Service:** *leaders are conscientious and dutiful*  
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
- f. **Courage:** *leaders work courageously in the best interests of children and young people*  
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
- g. **Optimism:** *leaders are positive and encouraging*  
Despite difficulties and pressures, we are developing excellent education to change the world for the better.