



<p>Sandlings Primary School</p> <p>Code of Conduct</p> <p>Modelled on NGA August 23 version Yellow highlights indicate additions from 22/23 policy</p>	
Date	October 2023
Review	December 2024
Reviewed by	Governors
<p>Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.</p>	

We will abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will focus on our 4 core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. *We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
5. We will work collectively for the benefit of the school.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the school and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the board if we have the authority to do so.
11. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's reputation in our private communications (including on social media).
14. We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution, observe protocol and ensure governor business can be completed within the required timescales.

4. We will respond and reply to emails in a timely manner, usually within 48 hours, unless otherwise specified.
5. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
6. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
7. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
8. *We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.
2. *We will respect the remit of, and engage constructively with, relevant authorities and other schools.
3. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
4. We will work to create an inclusive environment where each board member's contributions are valued equally.
5. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing body vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act as a governor; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.

**Statement added or updated in 2023*

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by: [Governing body] on [date] Signed: [chair of board]

We agree that this code of conduct will be reviewed annually endorsed by the full governing body.

Appendix 1: Breaches of the code of conduct (adapted from *The Key for Governors, Code of Conduct for Governors*)

If we suspect a governor has breached the code of conduct, we will follow this procedure:

- › The chair will investigate
- › The chair will hold a meeting with the governor to discuss the issue. The governor can bring a friend to the meeting. Another governor will attend to corroborate any decisions
- › If the situation does not improve, or there is another suspected breach, we will take action to improve the issue. This may involve:
 - Further meetings with the chair to reset expectations, based on this code of conduct
 - Support, mentoring or training for the governor
 - Making sure the governor withdraws from votes connected to any disputes they have been involved in
- › If there is no improvement in the governors' behaviour, the board take guidance from the Local Authority and act accordingly. This may involve a vote on a motion to suspend the governor for up to 6 months. This is a last resort and will not be used without the above steps being taken, except in exceptional circumstances

Governors may be **suspended** if they:

- › Are a staff governor undergoing disciplinary proceedings at the school
- › Are undergoing court or tribunal proceedings that would result in the governor being disqualified from holding office
- › Have acted in a way that is inconsistent with the ethos of the school (including failing to undertake training appropriate to the role, whether or not directed to do so by the board)
- › Have brought, or is likely to bring the school into disrepute
- › Breach confidentiality
- › Acted to undermine fundamental British values or the board's commitment or ability to deliver on its Prevent Duty

Governors may be **removed** where:

- › There have been repeated grounds for suspension
- › There has been serious misconduct. We will determine what counts as serious misconduct based on the facts of the case, but it will include any actions that compromise the 7 principles of public life, if sufficiently serious
- › They display repeated and serious incompetence
- › Their actions are significantly detrimental to the effective operation of the board, or their actions interfere with the operational efficiency of the school

Appendix 2: Equality Impact Assessment

Protected characteristics + other considerations	Has a risk of disproportionate impact been identified? Y/N	If yes, what is the nature of the disproportionate impact?	What actions will be taken to address any disproportionate impact?
Age	N		
Sex	N		
Disability	N	Although no disproportionate impact has been identified, there could be a potential risk if no adaptation was made to the format of documents or meeting arrangements to ensure accessibility.	Ensure suitable adaptations are made for governors with disability to be able to access documents and access / be fully involved in meetings
Race including colour, nationality, ethnic or national origin	N		
Religion or belief	N	Although no disproportionate impact has been identified, the governing body will not discriminate against any governor who needs off to observe religious festivals, and will aim to accommodate these, as needed, in planning	
Sexual orientation	N		
Being pregnant or on maternity leave	N	Although no disproportionate impact has been identified, the governing body will not discriminate against any governor who needs off due to pregnancy or maternity leave	
Being married or in a civil partnership	N		
Gender reassignment	N		
English as an additional language	N		
Socio-economic factors	N		There is a governor expenses policy to use where needed.
Geographical Location	N		

Other (specify)	N	Although no disproportionate impact has been identified, the governing body will not discriminate against any governor who needs off due to armed forces deployment.	
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Does this document promote the schools agreed Equality Objectives? Add details as relevant
Any additional comments