

Chipping Sodbury School Governors

The role of the Governing Body

In maintained schools, the role of the governing body is to conduct the school with a view to promoting high standards of educational achievement. This may be brought about by:

- **Providing a strategic direction** for the work and improvement of the school; with the professional advice of the headteacher but without interfering in the day-to-day running of the school.
- **Supporting, monitoring and evaluating** the effectiveness of the school (the 'critical friend' role). Governors should strike a balance between supporting and challenging the school.
- **Ensuring accountability** for the standards achieved and the quality of education. This includes being accountable to some groups of people but also holding others accountable to the governing body.

Code of Practice for Governors

In all of our endeavours we will embrace the school's core values:

Respect, Responsibility, Integrity & Aspiration

General

- We have responsibility for determining, monitoring and reviewing the policies and procedures within which Chipping Sodbury School operates.
- We recognise that the headteacher is responsible for the implementation of policies, day-to-day management of Chipping Sodbury School and the implementation of the curriculum.
- We accept that all governors have equal status, and although appointed by different groups (i.e. parents, LEA, staff, community and Chipping Sodbury Foundation) our overriding concern will be for the welfare of the school as a whole.
- We have no legal authority to act individually except when the Full Governing Body has given delegated powers to do so.
- We have a duty to act fairly and without prejudice, and insofar 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 others in the community including other schools.

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 governing body, attend meetings regularly, and accept our fair share of responsibilities, including service on committees, panels or working groups.
- We will get to know the school well and respond positively to opportunities to involve ourselves in school activities.
- We will consider seriously our individual and collective needs for governor training and development.

Relationships

- We will strive to work together as a team.
- We will seek to develop effective working relationships with all stakeholders, i.e. the headteacher, staff and parents, the local authority and other relevant agencies and the local community.

Confidentiality

- We will observe complete confidentiality when required or asked to do so by the governing body, especially regarding matters concerning members of staff or students.
- We will exercise the greatest prudence if a discussion arises outside the governing body on a potentially contentious issue affecting the school.

Conduct

- We will encourage the open expression of views at meetings, but accept collective responsibility for all decisions made by the governing body. This means that we will not speak out against majority decisions in public or in private, outside the governing body.
- We will only speak out 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 procedures established by the governing body.
- Our visits to school will be undertaken within the framework established by the governing body and 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.