



**Alma
Primary**

עולם חסד יבנה
A world built on kindness

Alma Primary Governing Body Code of Conduct

This is a code of conduct adopted by the Governing Body, based on the National Governors' Association model.

It applies to all Governors, as well as those who are non-Governor Committee Members on one of the Sub-Committees of the Governing Body or any other group established under the remit of the Governing Body.

The Ethos of Alma Primary

Alma Primary was established in 2012 with an ethos comprising 4 pillars. One of the Governing Body's key duties is to ensure that the school remains faithful to this ethos.

Excellence in Teaching and Learning: Our approach to learning develops creativity by stimulating children's knowledge, imagination, enthusiasm and skills, offering inspiring and exciting opportunities to broaden children's learning. Featuring the highest quality Jewish education combined with a thematic approach to general subjects, our curriculum will stretch every child. Barnet is one of the best performing boroughs for educational achievement, and as a school we will be amongst the highest performing primary schools in the borough.

Inclusivity and Diversity: We welcome families from across the Jewish community, as well as families who are of other faiths and none. There are many different ways of being Jewish and we ensure that the learning opportunities reflect the mix of children in the school. We value the contribution that all our families make to our school community, enabling children to learn both from each other and about the beliefs and practices of others.

Identity and Values: The school creates a caring, inter-generational community of children, parents and teachers. Through positive and inspiring Jewish experiences including daily prayer, we facilitate moral and spiritual development. Our children are imbued with the ethical and moral values of Jewish tradition, including good citizenship, volunteerism, mutual responsibility, care for the natural world and positive relationships with other faiths and the wider community. We foster a love of Judaism, pride in Jewish identity and a commitment to the Jewish people and Israel.

Nurturing each child to achieve their best: As a close-knit community, we ensure that each child gets the challenge and the support that they need to make the most of their learning opportunities. From the start, teachers work with all school staff to ensure learning is targeted so that all children are stretched appropriately to achieve their potential. By using our small size to our advantage, we can work with parents to address concerns, whether emotional or academic, before they become problems, working together to find solutions.

The Governing Body has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Ensuring Alma stays faithful to its ethos
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the Headteacher
- Monitoring progress towards targets
- Performance managing the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

As individuals who play a role in the school's governance, we agree to the following:

Role & Responsibilities

- We understand the purpose of the Governing Body and its committees and the role of the Headteacher and their professional team
- We accept that we have no legal authority to act individually, except when the Governing Body has given us delegated authority to do so, and therefore we will only speak on behalf of the Governing Body when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the Governing Body and its committees. This means that we will not speak against majority decisions outside meetings, whether we are a Governor or a Committee Member.
- 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 community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. 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 the Governing Body.

- We will actively support and challenge the Headteacher.
- If we serve both as a Governor/Committee Member and also as a member of the professional staff team, we are clear at all times in which capacity we are speaking or acting, and make appropriate distinction between these roles.
- If we serve as a Governor/Committee Member and also are a parent of a child/children in the school, we are clear at all times in which capacity we are speaking or acting, and make appropriate distinction between these roles.

Commitment

- We acknowledge that accepting office as a Governor/ Committee Member involves the commitment of significant amounts of time and energy.
 - Governors are expected to attend two meetings of the Governing Body per term and also to attend the meetings of the Committee on which we sit, which will normally meet once or twice per term; to undertake a planned visit to the school at least once a year and to provide a written report on that visit to the relevant Committee; finally, we are expected to hold a lead responsibility for at least one aspect of school life and to proactively work with the professional team on this responsibility
 - Committee Members are expected to attend the meetings of the Committee on which we sit, which will normally meet once or twice per term; to undertake a planned visit to the school at least once a year and to provide a written report on that visit to the relevant Committee; finally, we are expected to hold a lead responsibility for at least one aspect of school life and to proactively work with the professional team on this responsibility
- We will each involve ourselves actively in the governance of the school 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 and undertaken within the framework established by the Governing Body.
- 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 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/committee members will be collected and logged on the DfE's national database of governors (Edubase).

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/committee members and the Clerk to the Governing Body.
- We will support the Chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other Governing Body members 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 the Headteacher, staff and parents, the local authority and all 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 business arise outside a Governing Body meeting.
- We will not reveal the details of any vote.

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 the Governing Body's 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/trust's 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 Governing Body by a "constituency" such as staff or parents.

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 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 Body member will investigate.

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. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.