

Section 5 – Ways of Working

1. Boards are generally best placed to decide how they can best work effectively in the light of their own local circumstances. There are, however, some key general principles and some specific basic rules to ensure a minimum level of effectiveness.
2. Any rules on how boards of academies must operate will be set out in their articles of association, the funding agreement and within the Academies Financial Handbook.
3. The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 for maintained schools and the management committees of pupil referral units cover board procedures, terms of reference and governors' allowances.

5.1 Conduct

4. Governors should be mindful that in exercising all their functions, they must act with integrity, objectivity and honesty and in the best interests of the school; and be open about the decisions they make and the actions they take and be prepared to explain their decisions and actions to interested parties. This is required in maintained schools by legislation¹².
5. Similarly, governors should be aware of and accept the seven principles of public life, as set out by Lord Nolan and applying to anyone, locally and nationally, who is elected or appointed as a public office-holder. They are selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
6. A code of conduct should be maintained and communicated to all prospective governors to set clear expectations of the governors' role and behaviour. Explicit agreement to the code of conduct will mean there is a common reference point should any difficulties arise in the future. The NGA Model Code of Conduct aims to help boards draft a code of conduct which sets out the purpose of the board and describes the appropriate relationship between individual governors, the whole board and the leadership team of the school.

5.2 Having regard to the views of parents

7. All boards should assure themselves that mechanisms are in place to engage meaningfully with parents and enable all parents to put forward their views at key points in their child's education. The board should be able to demonstrate the methods used to seek the views of parents and how those views have influenced their decision making¹³.

¹² The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013

¹³ For maintained schools, this is a statutory duty as set out in Section 21(7) of the Education Act 2002 (as inserted by section 38 of the Education and Inspections Act. 2006).