

## **BRIGHT FUTURES' STANDARDS FOR SCHOOL GOVERNORS, BOARD TRUSTEES AND MEMBERS**

### **Functions**

These are detailed in our:

Articles of Association

Local Governing Body Handbook

Delegation Framework

Role descriptions

### **Standards are underpinned by**

<b>Our values:</b>	Community, Integrity and Passion
<b>Our commitments:</b>	collaboration and strong relationships
	professional learning
	supportive, challenging and fair
	effective communication
	strong governance and accountability
	value for money
	united behind decisions

**The Nolan principles of public life** which are the ethical standards expected of public office holders. Details can be found on the following link: [The-7-principles-of-public-life](#)

The 7 principles are: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

**The Framework for ethical leadership in education.** [Framework for Ethical Leadership in Education](#). This is a framework developed by the Association of School and College Leaders (ASCL), the National Governance Association (NGA), the Chartered College of Teaching and other parties. Whilst the wording of the Trust's standards is different, there are many similarities with the content.

**The below standards provide specific examples or refer to particular areas of trustees'/local governors' work with Bright Futures. All of these are provided within the overarching context of all of the above.**

## Standards

### Roles and responsibilities

- Act fairly and without prejudice
- Encourage open governance
- Be aware that all local governing bodies are part of one organisation, Bright Futures Educational Trust and operate within the governance framework of the Trust.
- Consider carefully how our decisions may affect the wider community, including all schools within the Trust
- Be mindful of the responsibility to maintain and develop the vision, values and commitments of the Trust and act as ambassadors of the Trust
- Actively support and challenge leaders
- Accept and respect the difference in roles between, trustees, governors and staff roles; ensuring we work collectively for the benefit of the trust and the school
- Adhere to trust and school policies and procedures and the law
- Only conduct business which is appropriate for the local governing body/board as per the Trusts' delegation framework
- When formally speaking out or writing in our governance role, reflect organisation's agreed policy/decisions, even if this differs from our personal view
- When communicating privately (including social media), be mindful of and strive to uphold the reputation of the trust/school

### Commitment

- by accepting the office, it confirms that trustees/governors acknowledge they will provide time and energy to the role
- accepting a fair share of responsibilities with colleagues
- make every effort to attend all meetings and where this isn't possible explain in advance
- get to know the specific context in which our governance role sits and the trust as a whole
- if involved with the trust or an individual school in a personal capacity (e.g. a parent/carer), maintain the underlying responsibilities as set out in these standards
- undertake all relevant induction, training and development
- accept that in the interests of open governance, full names, date of appointment, terms of office, roles on governance bodies, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for the appointment will be published on the trust and/or schools' website.
- Accept that in the interests of transparency the above information will be logged on the DfE's national database (trustees only).

## Relationships

- Strive to work as a team in which constructive relationships are actively promoted
- Express views openly, courteously and respectfully
- Support the chair in their role of ensuring appropriate conduct at meetings and at all times
- Answer queries from other local governing bodies of the trust regarding delegated functions
- Seek to develop effective working relationships with relevant people to the role of the trustee/governor, for example: executive leaders, Principals, staff, parents, relevant agencies and the community

## Confidentiality

- Observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside of the trust/school
- Exercise the greatest prudence at all times when discussions regarding trust/school business arise outside a local governing body/board meeting
- Do not reveal the details of any governing board/body vote
- Ensure confidential papers are held or disposed of appropriately and in accordance with data privacy laws
- These standards continue to apply if a trustee/governor ceases in their role

## Conflicts of Interest

- Record any pecuniary or other business interest (including those related to people connected with), that could have a connection with the business of the local governing body/board in the required declaration of interest, or to the clerk for recording in the minutes.
- If a potential conflict of interest or loyalty arises in a meeting, offer to leave the meeting for the appropriate length of time
- Accept that declarations of interest will be published on the trust/school's website
- Act in the best interest of the trust/school as a whole and not as a representative of any group
- These standards continue to apply if a trustee/governor ceases in their role

## Breaches of these standards

- Raise any concerns regarding the operation of these standards with the chair. The chair will be responsible for investigating
- The local governing body/board will seek to resolve any difficulties or disputes wherever possible and will only resort to suspension/removal as a last resort
- If the potential breach relates to the chair, another local governing body/board member appointed by the Executive Team will investigate