



Ministry
of Defence



School Governance Committee

Code of Conduct

| | | |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Title: | British Section, SHAPE International School School Governance Committee (SGC) – Code Of Conduct | |
| Authorisation: | School Governance Committee | |
| Owner: | Chair | |
| Point of Contact: | Duncan McClement duncan.mcclement@shape.nato.int | |
| File Reference: | BS/SIS/SGC/03 | |
| Version: | V3.0 | |
| Publication Date: | 5 Dec 2024 | |
| Review Date: | Annually | |
| References: | A. DCS Directive 3.2.14 v3.0 Sep 24 | |
| Approved: |  | Acknowledged: |
| Duncan McClement Chair of SGC Date: 5 Dec 24 | |  |
| | | Kim Jackaman Headteacher Date: 5 Dec 24 |

Record of Amendments

| Date | Amendment Made | By Whom |
|------------|-------------------------------------------------------------------------|---------------------------------------|
| 4 Oct 2023 | Amended Chair details | Denise Welsh - SGC Secretary |
| 5 Dec 2024 | V3.0 – Annual Review, alignment with new DCS Directive, change of Chair | Chair / Vice Chair / SGC Secretary |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

BRITISH SECTION, SHAPE INTERNATIONAL SCHOOL GOVERNANCE COMMITTEE (SGC) – CODE OF CONDUCT INTRODUCTION

1. This code sets out the expectations on and commitment required from Governors and other members of the SGC to properly carry out their work within, and in support of, the British Section, SHAPE International School (SIS)¹. It supports Reference A, to which it is subordinate. It is written in compliance with – and in the spirit of - the [Seven Principles of Public Life](#) (also known as the “Nolan Principles”; they are set out at Annex A).

2. In accordance with para 11 of Reference A, on joining the SGC, new Governors and exofficio members must read the Code of Conduct and sign a copy of it, to show that they accept its terms, before they attend their first SGC meeting. To enable this, the rest of this Code of Conduct is written in the first person and the document is designed to be printed and individually signed by each SGC member.

As an individual School Governance Committee member, I agree to:

- Fulfil my roles and responsibilities.
- Accept that my role is strategic and so will focus on our core functions rather than involve myself in day-to-day management.
- Develop, share and live the ethos and values of our school/s.
- Adhere to policies and procedures as set out by the MOD through Defence Children Services and the School and Setting.
- Work collectively for the benefit of the School and Setting.
- Be candid but constructive and respectful when holding leaders to account.
- Strive to uphold the school’s reputation in the community and in my private communications (including on social media).
- Not discriminate against anyone and will work to advance equality of opportunity for all.

To demonstrate our commitment to the role, I will:

- Involve myself actively in the work of the SGC and accept my fair share of responsibilities, serving on committees or as named Governor where required.
- Make every effort to attend all meetings and where I cannot attend explain in advance why we are unable to.
- Arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
- Get to know the school and respond to opportunities to involve myself in school activities.
- Visit the school and when doing so will arrange this with the relevant staff in advance.

To build and maintain relationships, I will:

¹ The “British Section, SHAPE International School” will be referred to as “the School” in the remainder of this document.

- Develop effective working relationships with school leaders, staff, parents, DCS and other relevant stakeholders from our local community/communities.
- Express views openly, courteously and respectfully in all our communications with SGC members and staff both inside and outside of meetings.
- Work to create an inclusive environment where each SGC member's contributions are valued equally.

To respect confidentiality, I will:

- Maintain confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
- Ensure all confidential papers and electronic documents are held and disposed of appropriately.
- Maintain confidentiality even after I leave the role.

To declare conflicts of interest and be transparent, I will:

- Declare any business, personal or other interest that I have in connection with the SGC business when accepting the role.
- Declare any conflict of loyalty at the start of any meeting should the need arise.
- If a conflicted matter arises in a meeting, I will offer to leave the meeting for the duration of the discussion.
- I will act in the best interests of the school as a whole and not as a representative of any group or individual.
- I accept that in the interests of open governance, our names, date of appointment, terms of office, roles on the committee, category of SGC member and photo may be published on the school website.

We will apply the highest standards and:

- Act within our powers
- Promote the success of the school
- Exercise independent judgement
- Exercise reasonable care, skill, and diligence
- Avoid conflicts of interest
- Not accept benefits from third parties
- Declare interest in proposed transactions or arrangements

We will focus on our core purpose:

- Strategic leadership: defining a vision, fostering a culture, and championing the strategy
- Accountability and assurance: providing robust and effective oversight of operations and performance
- Engagement: strategic oversight of relationships with stakeholders

Name of Governor:

I agree to abide by this Code of Conduct agreement and will endeavour to complete the role to the best of my ability. I understand that if I fall short of the expectations in this agreement, the Chair of the SGC (DCS CEdO in case of the Chair) may instruct me to leave my role as SGC member.

I declare the following as potential conflicts of interests (i.e. child attending the school, spouse works in the school etc):

Signed:

Date:

Name:

Once completed, please return this form to the Secretary of the SGC, via the school office.

Annex:

- A. The Seven Principles of Public Life (“Nolan Principles”).

THE SEVEN PRINCIPLES OF PUBLIC LIFE (“NOLAN PRINCIPLES”)

The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairship of Lord Nolan (hence the “Nolan Committee”) to consider standards of conduct in various areas of public life, and to make recommendations. The [Seven Principles of Public Life](#) were its key output:

1. **Selflessness.** Holders of public office should act solely in terms of the public interest.
2. **Integrity.** Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
3. **Objectivity.** Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
4. **Accountability.** Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **Openness.** Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
6. **Honesty.** Holders of public office should be truthful.
7. **Leadership.** Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.