



Information and Induction Pack for Governors 2025-26

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The information in this pack should be read in conjunction with the National Governance Association (N.G.A.) publication “Welcome to Governance” a guide for newly appointed governors and trustees of single schools.

The school will provide a copy.



Letter of welcome from the Chair of Governors

Dear governor,

I would like to welcome you to the local governing board at Framwellgate School Durham. Thank you for your support and commitment to the school. It is greatly appreciated.

Being a school governor is an exciting role. It gives you an opportunity to be part of a powerful force in the drive for school improvement. You will be able to bring your skills, beliefs, values and experience to help influence the vision of the school and you will have a real opportunity to contribute to discussions that affect all aspects of school life.

This letter is part of an Induction pack which seeks to give you lots of information about the role of governor together with documents about the working of the local governing board. Training needs will be explored both individually and as a group. We hope to allocate new governors to the two sub-committees and develop specialist roles for governors which will enable them to use their skills to the full.

I am delighted that you are willing to give your time and energy to Framwellgate School Durham, and I will do all I can to ensure that your governor role is both successful and enjoyable.

Best wishes,

Angela Darnell



Information about the school

Framwellgate School Durham (FSD) is an 11-18 school which was granted academy status in 2011. There are approximately 1200 students on roll, including 130 in the Sixth Form. The school serves the population to the north of Durham city, primarily from the Newton Hall estate, but we attract students from a wide surrounding area and over 20 feeder primary schools. We are a high achieving 11-18 academy with a strong track record in both provision and outcomes. We are fully committed to the students in our care, and work to ensure that both the pastoral provision and quality of teaching is the very best.

Headteacher

In September 2024 Michael Wright took up his post as Headteacher. He is an experienced senior leader, having worked in three large 11-18 schools in the region.

He set out his ethos on the school website:-

The ethos and culture of our school is based on the values of honesty and integrity; on the quality of our relationships; on respect and empathy for others; and on a genuine passion for learning.

We want three things for all our students.

- **First and foremost, we want them to be and feel safe. This of course means that they should feel safe in our care but also know how to make sure they're safe both inside and outside of school, now in and in their future.**
- **We also want our students to recognise the value of knowledge. This is fundamentally a school, and our primary aim is to educate people and help them recognise that knowing more about the world opens the doors of opportunity, allows you to make strong and informed choices and is also worth doing within itself.**
- **Driving both these two things is our desire for our students to be and feel happy. Feeling safe is the first step in feeling happy. Knowledge allows everyone to understand the world and recognise not only what they can achieve but also how they can help others. We celebrate the success of all our students for all their achievements.**

The Curriculum

The school is committed to providing a knowledge rich curriculum which responds to the needs of individual students whilst ensuring access for all to a broad and balanced range of educational experiences. For many students, this means learning from 11 to 18.

Our intake is well above the national average in ability. Consequently, we must ensure that our provision stretches and challenges our more able students. In addition, we are very aware that whilst all our students have needs, some have more significant barriers to learning. We are an inclusive school and, through the work of the SENDCo and the Achievement Centre, we seek to remove or minimise any barriers to learning that our students may have, be they emotional, physical or academic.

At KS5 we offer both A-level and BTEC courses. Nearly all our Year 13 students progress to university, most to choosing to study at Russell Group universities.

Pastoral Care and Support

Pastoral care is a strength of the school. This was recognised by Ofsted in four inspections from 2015 to 2024. All students are placed in tutor groups where the tutor is the first port of call for all young people throughout their school career. Inspectors have consistently praised student behaviour. They said that students "show respect for each other, whatever their background. They behave well during lessons and social time, and they feel well cared for, safe and secure". Each Head of Year is supported by a Pastoral Manager. The Family Liaison Manager works with a range of families to improve attendance. The school employs a lead colleague for Emotional well-being and a qualified Careers adviser.



Teaching, Learning and Assessment

These are heavily aligned to the school values of:-

Excellence - Everyone in our community will know and experience success

The most for those that need the most - We will meet the needs of all our learners

Known and valued - Everyone here will be celebrated for who they are and what they do

Collective endeavour - We will achieve success together

Joy - Everyone will know and create joy

This shapes the way teaching, learning and assessment is approached in the classroom. The principles of cognitive science and an understanding of how students learn has been instrumental in shaping the school's pedagogical approach. Teachers create opportunities for students to retrieve and rehearse their knowledge, and learning is scaffolded through careful teacher modelling.

The CPD curriculum for teaching staff is designed to support this work. Throughout 2024-25 the focus was on **supporting the needs of all our learners** through effective scaffolding and explicitly teaching/supporting student literacy. In 2025-26 the emphasis is on responsive teaching: ensuring that the teacher is using formative assessment effectively to check student understanding and then respond to this: **'to assess, not assume'**.

Senior Leadership Structure

The current structure of the leadership team is as follows:

- Headteacher – Michael Wright
- Deputy Headteacher - Leeanne Merish-Roberts
- Deputy Headteacher - Helen Machin
- Assistant Headteacher – (Raising Achievement) – Louise Lutynski
- Assistant Headteacher (Attendance) – Fran Ward
- Assistant Headteacher (Behaviour) – Kate O'Neill
- Business Director – Wendy Pattison
- Director of Safeguarding – Michele Osborne

Ofsted Inspections

The most recent Ofsted inspection took place in November 2024. Mr Wright had been in post for only three months at that time. It was a very positive inspection with the following judgements:-

Quality of Education	Requires Improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership & management	Requires Improvement
Sixth Form Provision	Good

The role of the governing board was praised by inspectors. They recognized that governors are increasingly proactive and strategic in their roles. Governors understand the priorities of the school and know the school well. They receive helpful information on curriculum and pastoral developments from leaders. They take part in planned training opportunities which match up with the needs of the school.

Financial Management

Financial management is a strength of the school. The school buildings are not easy to maintain, being 1960s clasp construction blocks. However, our Business Manager, Wendy Pattison, has been very successful in bidding for external funding. This has paid for roof repairs on two teaching blocks and a full refurbishment, including new windows, in two blocks. It is due to her skill that the school was granted £2.4 million for the new sports hall and flood-lit multi-use games area. These facilities were opened in September 2017. Due to rising student numbers funding for capital improvements, including improved catering and dining facilities, was accessed from the DfE in 2019.



In July 2022 the school was selected for a complete re-build in the next phase of the Schools Rebuilding programme. This was tremendous news and hopefully, the new school building will be ready for use in 2027.

Governance

The Local Governing Board

The local governing board operates within the Excel Academy Partnership (EAP). This is a multi-academy trust with one school. It has been remodelled since September 2016 to enable the membership of the LGB and of the Excel Academy Trust to be clearly delineated. A new Chair of Governors was appointed from September 2016. Governors work hard, within two sub-committees and in specialist governor roles, to support and challenge the senior leadership. The governors are a strong, diverse and talented group, eager to work with the Headteacher. An external review of the Excel Academy Partnership, carried out by Ward Hadaway in March 2022, praised the work of the Local Governing Body (LGB), drawing attention to full and helpful minutes of meetings, active sub-committees and a commitment to governor training.

Regular Governor Updates can be found on the school website.

A biographical summary of individual governors is available on the school website.

Membership of the Local Governing Board

Local Governing Board	Governors	Angela Darnell (Chair), Joanne Thorns (Vice-Chair), Michael Wright (Head Teacher), Jamie Sands (Staff Governor), David Gurden Williams, Lesley Hamill, Daniel Lynch, Tracy Bell, Alice Hiley, Helen O'Brien, Hannah Juby.
Governor sub-committees	Quality of Education sub-committee	Tracy Bell (Chair), Angela Darnell, Daniel Lynch, David Gurden-Williams, Joanne Thorns, Jamie Sands. SLT invited – Helen Machin, Leeanne Merish-Roberts, Kate O'Neill, Louise Lutynski
	Personal development, behaviour and attitudes sub-committee	Joanne Thorns (Chair), Angela Darnell, Lesley Hamill, Daniel Lynch, Hannah Juby, Helen O'Brien, Alice Hiley. SLT invited – Michele Osbourne & Fran Ward
Governor with responsibility for safeguarding		Joanne Thorns

Governor sub-committees

There are two subcommittees, each chaired by an experienced governor. They each meet four times a year and report back to the full governing body. Each sub-committee is supported by a member of the SLT, and their work is linked to the Ofsted key areas and the School Development Plan. Each sub-committee includes link governors who work in greater detail on specific areas for development. These are determined each year, depending on priorities in the SDP.



Sub-Committee	Quality of Education	Personal Development, Behaviour and Attitudes
Chair	T. Bell	J. Thorns
Chair's responsibilities	Set agenda; present minutes to LGB; contribute to Ofsted inspection	Set agenda; present minutes to LGB; contribute to Ofsted inspection
SLT Lead	H. Machin / L. Lutynski/ K. O'Neill/ L Mersh Roberts	M.Osborne/ F. Ward
Link Governors	TBC in September of each year (depending on priorities in SDP)	Safeguarding (JT) TBC in September of each year (depending on SDP priorities)
Remit encompasses sections of the Ofsted framework and SDP	Quality of Education: <ul style="list-style-type: none"> • Intent • Implementation • Impact Quality of Education in the Sixth Form	Behaviour and Attitudes Personal Development Safeguarding
Key areas likely to include	Curriculum; quality of teaching; assessment; academic outcomes; literacy; CPD, Disadvantaged students and performance of other key groups; academic progression, remote learning.	Behaviour; attitudes; attendance; exclusions; ethos and culture; uniform, SMSC; British values; equalities; wellbeing; safeguarding and child protection; personal development; careers, support for disadvantaged families.

Link Governors

Governors are linked to a specific aspect of the school's work. Their role is to develop a deeper understanding (compared to other governors) of their named link area and report back to the appropriate sub-committee. Link governors work with the Senior Leadership team. They arrange governor visits as required during the year. Whenever a governor visit takes place, a detailed report is submitted to the Headteacher and discussed in the appropriate sub-committee.

Governor	Area	SLT Link
Joanne Thorns	Safeguarding	Michele Osborne
Daniel Lynch	SEND	Louise Lutynski
David Gurden Williams	6th Form	Leeanne Mersh Roberts
Angela Darnell	Support for Weaker readers	Helen Machin
Tracy Bell	Intervention to support achievement	Louise Lutynski
Lesley Hamill	Behaviour	Kate O'Neil
Hannah Juby	Personal development	Helen Machin
Alice Hiley	Careers Education & Guidance	Fran Ward
Helen O'Brien	Attendance	Fran Ward
Jamie Sands	Staff CPD/wellbeing & workload	Helen Machin



Governor Visits

Link governors will carry out visits to the school to discharge their responsibilities (above) and gather the information necessary to report back to a sub-committee. Other governor visits may also take place with the agreement of the LGB or sub-committee chair as required (e.g. to focus on an individual department or a specific aspect of the school's work). All governor visits will:

- Be carried out in accordance with the governor visit protocol – see below:-
- Result in a report to be presented to the sub-committee or LGB

Governor Visit Protocol

The Governing Board has a duty to oversee the strategic direction and policies of the school, to monitor standards and to be held accountable for its performance.

Governor visits are integral to the way in which governors discharge their responsibilities and should be part of the strategic programme to:-

- Improve Governor knowledge of the school, its staff, needs, priorities, strengths and weaknesses
- Monitor and assess the priorities of the school as outlined in the school development plan
- Help the Governing Board to fulfil its statutory duties.
- Acquire knowledge to enable the Governing Board to challenge appropriately
- Allow governors to act as a critical friend, monitoring and evaluating plans, standards of education and achievement
- Enable governors to acquire the knowledge and understanding they need for the linked area for which they are accountable

All Governor Visits should:

- Be agreed in advance, with the SLT link, at a LGB or sub-committee meeting to avoid an excessive number of visits being arranged at the same time.
- Be arranged by the Headteacher, Deputy Headteacher or SLT.
- Have a prearranged focus and/or agenda, to be agreed by the link governor and the Headteacher, Deputy Headteacher or SLT link.
- Result in a governor visit report which will be submitted to the Headteacher via the I-Cloud and discussed at the appropriate sub-committee or LGB meeting. A copy will be placed on GovernorHub. This is important evidence in an Ofsted inspection.

Any concerns resulting from the visit must be shared with the Headteacher as soon as possible following the visit. Concerns should be limited to the focus of the visit UNLESS the issue relates to safeguarding or health and safety.

Governors should not use visits to:

- Direct or delegate actions to members of staff
- Be critical of members of staff
- Check on the progress of their own or known children
- Arrive with inflexible or pre-conceived ideas
- Pursue personal agendas or issues.

Governor Training

Increasing governors' knowledge in specific areas can be done through governor training offered by the Durham Local Authority, The Key and by the National Governance Association (NGA). All governors are expected to sign up to some training courses during the academic year. These will ensure that the governing board is informed and updated on a range of educational issues. Governors are expected to write a short report on their training and its impact. This is then discussed at local governing body and sub-committee meetings.



The NGA training is on-line. Several governors prefer this approach due to the flexibility it offers. The NGA Learning Link has a range of interactive online training modules. Eight modules are CPD accredited. Details can be found on the NGA website.

Governors are asked to participate in Safeguarding training each term. The DSL provides half-termly Bitesize videos to support this training on a range of safeguarding issues. All governors must read the Keeping Children Safe in Education (KCSIE) document every year, Local Governing Body meetings are also used to develop effective challenge and support for the Headteacher. Governors are encouraged to think strategically about their role in school improvement and to look for evidence, in their link meetings, which supports this.

Governor Skills Audits

The 2017 and 2020 audits demonstrated a strong set of skills, knowledge and experience as you would expect from a well-educated group of people working in a range of professional roles. All governors are in roles in which they are working with people, building relationships, used to a diversity of views and having a commitment to ethical behaviour and independence of thought.

The 2020 Audit

The scores in the 2020 audit illustrate how much the quality of governance have improved since 2017. We now have a wider range of skills on the governing board and a strong commitment to work with the staff for the good of the school. Governors are much more knowledgeable about areas such as curriculum development, teaching, learning and assessment. In depth work has also been done on SEND, attendance, behaviour and supporting disadvantaged students.

The NGA Self-Assessment Skills Audit 2025

This interactive skills audit enabled governors to work together, sharing views on a range of issues. The results of this activity indicated clear strengths in the governing board e.g. knowledge of safeguarding and areas for further work such as training to support diversity and inclusion. The questions for governors in the self-assessment are given below:-

Do we understand how the trust board delegates its responsibilities?
Do we know what the school's strategic priorities are?
Are we well-informed about the views and needs of key stakeholders?
Do we understand the school's requirements relating to the safeguarding of children?
Can we monitor provision for pupils with special educational needs and disabilities?
Can we speak up if we have concerns about unethical behaviour or a lack of transparency?
Do we have knowledge, experience or training that helps to promote diversity and inclusion?
Do we know how to build the knowledge needed to be an effective governor?
Are we able to form a suitably experienced panel when required?

Governor Hub

All governor papers (agendas, minutes, supporting documentation) are accessed via an IT platform called GovernorHub. This ensures that all papers are in one place. It is easy to use, and it has reduced our reliance on paper documents.

Work of the Local Governing Board

The LGB works hard on a range of issues. Details of these issues can be found in the Governor Updates, written by Angela Darnell, each term. Examples of these Updates to be found on the school website. The Updates aim to give stakeholders an understanding of the work of governors.



Since September 2017 our work has included the following:-

- Appointments to the senior leadership team – in addition to a new Headteacher in 2024 the governors have been involved in the appointment of new Deputy Headteachers, a Director of Safeguarding and Assistant Headteachers (both internal and external appointments).
- Regular monitoring of the School Development Plan (SDP) and Self Evaluation document (SEF).
- Curriculum development and monitoring, both in content and structure.
- A robust focus on attendance and persistent absence.
- Regular analysis of issues around student behaviour.
- Regular monitoring of student progress, especially in year 11.
- A review of the school ethos and values
- A review of school uniform.
- The introduction of a new assessment policy
- The introduction of an amended behaviour policy
- A detailed review of SEND issues
- A robust focus on the achievements of PP and vulnerable students.

Local Governing Board meetings are lively affairs with a range of views expressed on the topics listed above and many more. The governing board of Framwellgate School Durham plays an important role in leadership and governance. As part of the Excel Academy Partnership Trust, it is accountable to the Trust Board for the leadership and performance of the school. Governors have a duty to oversee the strategic direction of the school and to monitor standards. Above all, the role of the governors is to provide support and challenge to the Headteacher and senior leadership of the school.

As the Chair of Governors, I am privileged to work with a team of ten governors, drawn from a variety of backgrounds. Parents and school staff are represented on the board together with governors appointed according to the skills they offer. The governors are a strong and skilled group with diverse experience and opinions; all willing to give up their time to ensure that the students of Framwellgate School Durham experience the very best the school has to offer.

Expectations of governors

There is no doubt that the government expects a lot more from school governors, requiring them to take increased responsibility for standards and quality in schools. For the local governing board at FSD to function at the level expected by Ofsted it is essential that governors will:-

- Attend all Local Governing Body meetings (five per year)
- Attend all sub-committee meetings (four per year)
- Meet with the appropriate member of staff, as a link governor, as appropriate.
- Complete a report on link governor visits
- Participate in training (internally organised, NGA on-line and/or run by Durham L.A.) which develops governors' skills and knowledge.

In addition, it is hoped that governors will engage with the school informally, attending events such as celebration events, the sports presentation evening, concerts etc. Governors will be needed during Ofsted inspections, and they will be called upon to participate in pupil exclusion panels.

Core Functions

The core functions of the Local Governing Board are:

Supporting the strategic direction of the Academy within the strategy and policy agreed by the Trust Board. This includes:-



- Ensuring a clarity of vision and ethos
- Engaging stakeholders
- Meeting statutory duties

Creating robust accountability by:-

- Using data to provide support and challenge and hold leaders to account for teaching, learning, achievement and safety.
- Supporting and strengthening school leadership, including the skills of the LGB.
- Contributing to school self-evaluation and evaluating the impact of the LGB.

Ensuring the best use of financial resources regarding standards and achievement e.g. use of Pupil Premium and other funding to overcome barriers to learning.

Code of Conduct for the Local Governing Board – Framwellgate School Durham

This code sets out the expectations on and commitment required from school governors for the governing board to properly carry out its work within the school and the community.

The Local Governing Board has the following strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school.
- Agreeing the school improvement strategy with priorities and targets.
- Meeting statutory duties.

Ensuring accountability, by:

- Monitoring the educational performance of the school and progress towards agreed targets
- Engaging with stakeholders
- Contributing to school self-evaluation
- Monitoring specific funding streams eg SEND, Pupil Premium.

The Excel Academy Trust has the responsibility of overseeing financial performance, by:

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

The National Governance Association recognises the following as the fourth core function of governance:

- Ensure that other key players with a stake in the organisation have their voices heard by:
- Gathering the views of pupils, parents and staff and reporting on the results.
- Reaching out to the school's wider community and inviting them to play their part.
- Using the views of stakeholders to shape the school's culture and the underpinning strategy, policies, and procedures.

As individuals on the board, we agree to the following:

Role & Responsibilities



- We understand the purpose of the board and its strategic role.
- We understand how the role of the board differs from and works with others including the Head Teacher.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- 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. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing board.
- We will actively support and challenge the headteacher.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive leaders and their responsibility for the day-to-day management of the organisation and avoid any actions that might undermine such arrangements.
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views.
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.
- We will avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with the role of the Governing Body.

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 board, 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 to school arranged in advance with the Head Teacher and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.



- We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the governing body, 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 will be collected and logged on the DfE's national database of governors (Get information about schools).

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, the Clerk to the Governing Body and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life (Appendix A) or which may place pupils at risk.
- We are prepared to answer queries from other governors 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 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 always exercise the greatest prudence when discussions regarding school business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.

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 board'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 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 board.

Ceasing to be a governor/committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office

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 board 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 governor, such as the vice chair 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 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.

Adopted by the Local Governing Board of Framwellgate School Durham School – September 2025-26.