



# HILLINGDON

LONDON

## **Governing Body Complaints**

### **Guidance and model templates for governors in dealing with complaints within their own governing bodies**

#### **Introduction**

Other than regulations on suspension and removal of governors there are no nationally agreed procedures for dealing with complaints against governors by their peers. Suspension should be a last resort.

This document is intended as a guide to the action to be taken in the event of a complaint being made against a governor and is recommended for adoption by governing bodies (GBs) in the London Borough of Hillingdon maintained schools.

The guidance corresponds with the NGA model code of conduct for governing boards (2019) and can be similarly adopted when discussed and understood. It is acknowledged that all governing bodies are autonomous and the recommendations and suggestions that are made apply equally to all members of governing bodies.

#### **Background**

Governing Bodies are corporate bodies and as such, no individual governor has any special powers, except for the Chair of Governors who may act on behalf of the governors in cases of urgency.

The power that lies with governing bodies does so corporately and decisions are reached by a majority of governors present voting following discussion.

Whilst governors are required to act as “critical friends” to the senior managers within the school, they should do so constructively and from a position of trust. Governors are required to promote high standards within the school.

Governors do not bring a mandate from the group that may have selected, or elected, them to the governing body. Although governors are volunteers, they are obliged to follow the principles that underpin the standards of those holding public office. These are appended to the NGA model code of conduct for governing boards (Appendix 1).

Governing bodies are strongly advised to have adopted such a Code of Conduct to ensure that all governors know the agreed way of working and behaving in order that their work can focus on the key role of school improvement. Any concern regarding a governor’s conduct should be challenged at the earliest opportunity.

Occasionally concerns may arise relating to the behaviour and or actions of an individual governor. This guidance is designed to advise governing bodies what to do in the event of this happening and to ensure that all members of a governing body are treated fairly and equally, irrespective of gender, age, race, disability, religion and belief, sexual orientation or gender reassignment.

### **General principles**

The underlying principle is to enable governing bodies to function in an effective and co-operative manner. Concerns, therefore, ought to be handled without the need for formal procedures. For example, it would be helpful if the recipient of the initial concern were able to resolve the matter without the need to resort to formal procedures.

### **Timescale**

All concerns should be dealt with as quickly and efficiently as possible and realistic time limits set for each action. Governors are volunteers and may not be as available as employees. They should be made aware at which stage the matter is being dealt with by reference to this guidance (e.g. Stage 1 (informal) or Stage 2 (formal)). However, where investigations are complex, new time limits can be set as long as the complainant and the subject of the complaint are kept informed of the reasons for the delay and given new deadlines.

### **Role of the clergy in schools with a religious character**

In church schools the role of clergy who serve as ex officio governors should be considered before this guidance is adopted. If preferred, members of the clergy can remain outside the stages set out below in order to exercise pastoral care to those affected by any disagreement when it is concluded.

Parties involved in any complaint between governors should be clear from the outset if clergy will be managing the process, or likely to be part of a panel at stage 2 or acting in a pastoral capacity once the process is concluded. Clergy might also wish to remain outside these processes so that they can be available for one of the possible outcomes: mediation.

### **Stage 1: Informal Process**

Where the actions and / or behaviours of a governor are a cause for concern to an individual within the GB, the chair of governors should be approached. Where the concerns relate to the chair, then the vice chair should be approached.

The chair should arrange a meeting with the complainant in order to establish the nature of the complaint and what the complainant is wishing to see as an outcome. Where possible, the nature of the concern should be recorded in writing to provide a consistent reference point for the chair and the governor who is to be approached. The chair should not share this concern with any other governor (see stage 2).

The chair should then meet the governor who is the subject of the complaint to explain the nature of the complaint against them and seek to resolve the difficulty. If the chair wishes, he or she can seek advice from the LA (or the diocese in the case of church aided schools).

The chair should approach the matter with an open mind, listening carefully, not jumping to conclusions, and exploring all the issues thoroughly.

If, after meeting both the complainant and the governor, the chair feels that the matter cannot be resolved without further action a further meeting should be held with the governor. Steps that can be taken should be outlined by the chair.

For example, the chair might suggest to the governor concerned that he or she may wish to explain any misunderstanding that had occurred, make a verbal or written apology, participate in further training or that some kind of conciliation or mediation may be appropriate. Training and support may be needed for the whole governing body and not just the governor who is the subject of the complaint.

It is very important that governors are open and transparent when dealing with individual governors in order to avoid claims of discrimination, victimisation or harassment. A log of actions taken and reasons for these is advisable.

All efforts should be made to try to resolve the complaint without the need to resort to formal procedures.

## **Stage 2: Formal Process**

When a complaint cannot be resolved informally, then the matter is dealt through a formal process. There are no nationally agreed procedures for dealing with complaints against governors. When inducted into your governing body any new governor should subscribe to the code of practice and this guidance so that this process can be used in the event of any difficulty.

The Chair may contact the LA / diocese to determine the most appropriate course of action. With advice and guidance from the LA / diocese the chair should initiate a formal investigation. This may involve setting up a complaints panel from within the Governing Body to undertake an investigation. With potentially complex or serious matters the governing body may choose to commission governors from another school, an external consultant or the LA / diocese to undertake an investigation.

The process for the investigation will involve:

- Insistence that all parties treat the matter as confidential
- Establishing the nature of the complaint
- The outcomes expected by the complainant
- Recognition that the office of governor is a voluntary one and affording the governor the courtesy of accompaniment in any interview situation
- Gathering of evidence which may include interviews with third parties
- Conclusions for the chair of the panel to consider
- Discussions regarding the outcomes with the subject of the complaint

Options available to Governing Bodies when dealing with concerns about the conduct of a governor:

- The complaint was unfounded, a misunderstanding or that there was no case to answer
- Apology
- Mediation or conciliation
- Training

- Suspension from the governing body (School Governance (Procedures) (England) Regulations 2003)
- Removal from the governing body (School Governance (Constitution) (England) Regulations 2007)

Please note that staff and parent governors, being elected, cannot be removed and can only resign. It is strongly advised that any potential removal of foundation or LA governors is discussed with the diocese or the LA. Options 5 and 6 should only be exercised in serious circumstances.

### **1. Not upheld**

The chair would notify both parties in person but record the reasons given and any responses made.

### **2. Apology**

In most cases a verbal or written apology would usually suffice.

### **3. Mediation or conciliation**

Where mediation or conciliation is appropriate it could be facilitated by the Chair, or an impartial facilitator e.g. a diocesan or LA officer.

### **4. Training**

It may be acknowledged that training would be helpful in finding a way forward, either for the individual or the governing body as a whole.

### **5. Suspension of Governors**

The governing body should only use suspension after seeking to resolve any difficulties or disputes in more constructive ways, as outlined above.

A governing body can vote to suspend a governor of any category for a period of up to six months. This power must be used 'reasonably and lawfully'.

Suspension of a governor should be considered where the concern continues, or it is of a more serious nature. Regulations allow for the matter to be dealt with by the governing body.

Any motion to suspend must be specified as an agenda item of a governing body meeting for which at least seven days notice has been given. If stages 1 and 2 have not previously been followed it is recommended that a conversation takes place between the chair and the subject of the complaint.

Governors who have been proposed for suspension must be given the opportunity to make a statement in response before they withdraw from the meeting and a vote is taken.

Governors can only be suspended for one or more of the following reasons:

- They are paid employees at the school and the subject of disciplinary proceedings in relation to their employment.
- They are the subject of a court or tribunal proceedings, the outcome of which may mean disqualification as a governor.
- They have behaved in a way that is inconsistent with the school's ethos or religious character and have brought, or are likely to bring, the school or governing body or their office of governor into disrepute.

- They are in breach of the duty of confidentiality to the school or staff or to the pupils.

The procedure to follow at the meeting is covered in **Appendix 2**.

## 6. Removal of Governors

If the previous stages have not resolved the concerns, or if the concerns are of an extreme nature, the removal of a governor is the last resort. Where removal of a governor is deemed necessary the LA / Diocese should be consulted to ensure the process and regulations are followed correctly.

Removal of governors is only possible for certain categories of governors. The basic principle is that a governor may be removed from office by the body that appointed him or her. Therefore on the basis that the governing body appoints the following categories of governor, accordingly, the governing body may remove them from office:

- Community governors
- Partnership governors
- Parent governors who have been appointed (it is important to note that parents governors who have been elected may not be removed by the governing body)
- Any sponsor governors (it may also do so at the request of the nominating body).
- LA and Foundation governors may be removed from office by the appointing body, i.e. the LA or the Diocese

See **Appendix 3** for details of the procedure governing bodies must follow.

### **Disagreement with the outcome**

The complainant or the governor may disagree with the outcome of the complaint investigation and the proposed remedy.

If a complainant or the subject of the complaint does not feel their complaint has been appropriately handled, the Chair of Governors may also ask the LA or Diocese to review whether the decision was reasonably made.

For this reason all documentation related to the process should be retained as part two minutes of the GB business.

Any advice provided by the LA in these instances is not binding upon the Governing Body, but it may enable an independent view to be obtained upon the complaint handling.

**The Governing Body of {name of school} *adopted / adapted* this guidance as a means of resolving any internal complaints on {date}.**

Governors will sign the Code at the first governing body meeting of each school year.

Name	Signature	Name	Signature


## Appendix 1

### **National Governance Association Model code of conduct for governing boards (2019)**

The National Governance Association (NGA) is the leading membership organisation for governors, trustees and clerks in state-funded schools, academies and free schools in England

We are an independent charity that aims to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards and promoting high standards. We do this by providing information; guidance and advice; undertaking research; delivering face-to-face training,

e-learning and consultancy; and holding national conferences and regional events. We ensure the views of governors are represented at the national level and work closely with, and lobby, UK government and educational bodies.

#### **Code of Conduct for School Governing Boards**

##### **2019 Version**

This code sets out the expectations on and commitment required from school governors, trustees and academy committee members in order for the governing board to properly carry out its work within the school/s and the community. It can be amended to include specific reference to the ethos of the particular school. Unless otherwise stated, 'school' includes academies, and it applies to all levels of school governance.

This code can also be tailored to reflect your specific governing board and school structure, whether that is as a maintained school or academy, either as a single school or group of schools. Where multiple options are given, i.e. senior executive leader/headteacher and governor/trustee/academy committee member, please amend to leave the option relevant to your governing board.

Once approved by the governing board, the Code will apply to all governors/trustees/academy committee members.

**This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation. It should be adapted as appropriate depending on the governance setting and level of delegation. However, its guiding principles should be retained regardless of the governance setting and level of delegation afforded to it.**

The governing board has the following 3 strategic functions:

#### **Establishing the strategic direction, by:**

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

**Ensuring accountability, by:**

- Appointing the lead executive/headteacher (where delegated)
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the lead executive/headteacher (where delegated)
- Engaging with stakeholders
- Contributing to school self-evaluation

**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

NGA recognises the following as the fourth core function of governance:

Ensure that other key players with a stake in the organisation get 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 headteacher and where appropriate, executive leaders, trust boards and academy committees.
- 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/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 board.
- We will actively support and challenge the executive leaders.
- 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 board.

## **Commitment**

- We acknowledge that accepting office as a governor/trustee/academy committee member 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/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s, with all visits arranged in advance with the senior executive leader/headteacher 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/trustee/academy committee member.
- 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/trustees/academy committee members 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/trustees/academy committee members, the clerk to the governing board 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 (see annex) or which may place pupils at risk.
- We are prepared to answer queries from other board 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 executive leaders, staff and parents, the trust, 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 exercise the greatest prudence at all times when discussions regarding school/trust 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/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 board.

**Ceasing to be a governor/trustee/academy committee member**

- We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member 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 governing board member, such as the vice chair will investigate.

Adopted by the governing board of [name of school] on [date].

## **Annex**

### **Appendix: 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.

#### **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.

#### **Objectivity**

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

#### **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.

#### **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.

#### **Honesty**

Holders of public office should be truthful.

#### **Leadership**

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behavior wherever it occurs.

## The Framework for Ethical Leadership in Education

*The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.*

1. Selflessness School and college leaders should act solely in the interest of children and young people.
2. Integrity School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. Objectivity School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. Accountability School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. Openness School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. Honesty School and college leaders should be truthful.
7. Leadership School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

- a. **Trust:** *leaders are trustworthy and reliable*

We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

b. **Wisdom:** *leaders use experience, knowledge and insight*

We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper*

We give difficult messages humanely where conflict is unavoidable.

d. **Justice:** *leaders are fair and work for the good of all children*

We seek to enable all young people to lead useful, happy and fulfilling lives.

e. **Service:** *leaders are conscientious and dutiful*

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

f. **Courage:** *leaders work courageously in the best interests of children and young people*

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

g. **Optimism:** *leaders are positive and encouraging*

Despite difficulties and pressures, we are developing excellent education to change the world for the better.

## **Appendix 2**

### **Guidance on Suspension of a Governor**

#### **Prior to the Meeting**

Suspension of a governor must be an item on the agenda for the full governing body meeting.

#### **At the Meeting**

The governor is not allowed to bring a representative to the meeting. Before a vote is taken on a resolution to suspend a governor, the governor proposing the resolution shall at the meeting state his or her reasons for doing so.

The governor who is the subject of the resolution shall be given the opportunity to make a statement in response before withdrawing from the meeting. A vote will be required by secret ballot and the governor allowed back in the room to witness the count. A resolution is passed by the governing body.

If the majority vote is that the governing body agree to the suspension then the governor is asked to leave the meeting. If the vote is against the suspension of the governor, normal proceedings will continue.

#### **Non – attendance at the meeting**

If the governor that is the subject of suspension fails to turn up at the meeting at which suspension is an item on the agenda, the suspension cannot proceed. A further meeting would need to be arranged (giving full notice) with the item on the agenda again. The governor would need to be informed in writing of the importance of his/her attendance at this second meeting to allow him/her to make a statement. However if he/she is not able to attend he/she can send a statement to the Chair, which the governors will consider at the meeting before making a decision.

The governing body can at this meeting make the decision to suspend the governor. This needs to be recorded in the minutes and the governor informed in writing.

## **School Governance (Procedures) (England) Regulations 2003**

### **Suspension of governors 15. –**

15.—(1) Subject to paragraphs (2), (3) and (4), the governing body may by resolution suspend a governor for all or any meetings of the governing body, or of a committee, for a fixed period of up to 6 months on one or more of the following grounds—

(a) that the governor, being a person paid to work at the school, is the subject of disciplinary proceedings in relation to his employment;

(b) that the governor is the subject of proceedings in any court or tribunal, the outcome of which may be that he is disqualified from continuing to hold office as a governor under Schedule 6 to the Constitution Regulations;

(c) that the governor has acted in a way that is inconsistent with the ethos or with the religious character of the school and has brought or is likely to bring the school or the governing body or his office into disrepute; or

(d) that the governor is in breach of his duty of confidentiality to the school or to any member of staff or to any pupil at the school.

(2) A resolution to suspend a governor from office shall not have effect unless the matter is specified as an item of business on the agenda for the meeting of which notice has been given in accordance with regulation 11(4).

(3) Before a vote is taken on a resolution to suspend a governor, the governor proposing the resolution shall at the meeting state his reasons for doing so, and the governor who is the subject of the resolution shall be given the opportunity to make a statement in response before withdrawing from the meeting in accordance with paragraph 2(2) of the Schedule.

(4) Nothing in this regulation shall be read as affecting the right of a governor who has been suspended to receive notices of, and agendas and reports or other papers, for meetings of the governing body during the period of his suspension.

(5) A governor shall not be disqualified from continuing to hold office under paragraph 5 of Schedule 6 to the Constitution Regulations for failure to attend any meeting of the governing body while suspended under this regulation.

## **Appendix 3**

### **School Governance (Constitution) (England) Regulations 2007**

#### **Removal of LEA and foundation governors**

**24.**—(1) Any LEA governor or foundation governor may be removed from office by the person who appointed him, who must give written notice thereof to the clerk to the governing body and to the governor so removed.

(2) A person proposing the removal of an ex officio foundation governor must inform the clerk to the governing body and the governor in question in writing of the reasons why he is proposing his removal.

(3) The governing body may, in accordance with the procedure set out in regulation 27, remove any ex officio foundation governor at the request of the person named in the instrument of government as the person entitled to make such a request.

#### **Removal of community governors, partnership governors and sponsor governors**

**25.**—(1) Any community governor, partnership governor or sponsor governor may be removed from office by the governing body in accordance with the procedure set out in regulation 27.

(2) A nominating body proposing the removal of such a governor must inform the clerk to the governing body and the governor in question in writing of the reasons why it is proposing his removal.

(3) The governing body may, in accordance with the procedure set out in regulation 27, remove any community governor appointed in accordance with Schedule 3, or any sponsor governor at the request of the nominating body.

(4) In this Part, “nominating body” means any person from whom nominations were sought for the purpose of appointing, and who nominated, the governor in question.

#### **Removal of appointed parent governors**

**26.** Any parent governor appointed by the governing body under paragraphs 9 to 11 of Schedule 1 may be removed by the governing body in accordance with the procedure set out in regulation 27.

#### **Procedure for removal of governors by the governing body**

**27.**—(1) This regulation applies in relation to the removal of a governor from office in accordance with regulation 24(3), 25 or 26.

(2) A resolution to remove a governor from office which is passed at a meeting of the governing body will not have effect unless—

(a) in relation to the removal of a governor under regulation 24(3) and 25(3), before the governing body resolve to remove the governor from office, the clerk to the governing body gives the reasons for removal provided by the person referred to in regulation 24(3) or by the nominating body (as appropriate) and the governor whom it is proposed to remove is given an opportunity to make a statement in response;



(b) in relation to the removal of a community governor, a partnership governor or a sponsor governor under regulation 25(1) or a parent governor under regulation 26, before the governing body resolve to remove the governor from office, the governor or governors proposing his removal at that meeting state their reasons for doing so and the governor who it is proposed to remove is given an opportunity to make a statement in response;

(c) it is confirmed by a resolution passed at a second meeting of the governing body held not less than fourteen days after the first meeting; and

(d) the matter of the governor's removal from office is specified as an item of business on the agenda for each of those meetings.