



# Fordley Primary School

## Aiming Higher



## Governor Handbook

### 2023-24



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**Membership and contact details** -See Governors Induction folder in the Fordley Primary Governors Google Drive

**Membership of Committees** - See Committees folder in the Fordley Primary Governors Google Drive

**Information Pack for new governors** - See Governors Induction folder in the Fordley Primary Governors Google Drive



## Reference to key documents:

This document sets out the principles and procedures by which Fordley Primary School Governing Body operates.

It has been reviewed in line with:

- the DfE Governance Handbook October 2020 (latest available version). All governors and the Clerks to the Governing Body hold a copy so that they know how the Governing Body works.
- The DfE Clerking Competency Framework 2017 (latest available version)
- The Competency Framework for Governors 2017 (latest available version)

For further information governors should refer to the DfE Handbook.

All documents above can be found in the Fordley Primary Governors Google Drive, under Governor Induction.



## 1. Introduction

Fordley Primary School is a Trust school (a foundation school with a Trust). The Trust to which it belongs is the North Tyneside Learning Trust (NTLT). NTLT has 45 Partner Schools across all sectors and covering the whole of North Tyneside. The Trust was set up on 3 September 2010, Fordley Primary School joined on 1 September 2011.

Governance of the school is carried out by the Full Governing Body (FGB). All governors work to support the overall development of all pupils and operate by the processes outlined in this Handbook, which reflects the DfE Governance Handbook (October 2020).

As the strategic leaders of our school we have a vital role to play in making sure that every child gets the best education possible. This is reflected in the law for maintained schools which states that the purpose of maintained school governing bodies is to 'conduct the school with a view to promoting high standards of achievement at the school'.

In all types of schools, governing bodies should have a strong focus on three core strategic functions:

- a. Ensuring clarity of vision, ethos and strategic direction
- b. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- c. Overseeing the financial performance of the school and making sure its money is well spent.

In order to carry out this work governors:

- work closely with the school team
- have 6 Full Governing Body meetings a year; one each half term.
- participate in school self-evaluation learning walks, pupil voice, book looks and meetings with staff
- work on committees (Resources or Standards) to which the governing body has delegated key areas of responsibility. These meet on a regular basis (usually once per half term) and report in writing to the full governing body
- visit the school
- engage in appropriate training
- carry out, with support from the school's School Development Partner, the Headteacher's Performance Management



## 2. Composition of the Governing Body

The composition of the governing body is a total of 12 governors. This governing body is made up of

4	parent governors
2	foundation governors
1	headteacher governor
1	staff governor
1	local authority (LA) governor
6	co-opted governors

Other members of staff are invited to governing body meetings as necessary to report on issues for which they carry responsibility. Members of the SLT (Senior Leadership Team) will attend governing body meetings to facilitate curriculum reports and presentations, as required, in agreement with the headteacher and the chair.

## 3. Code of Conduct (see appendix 3)

All governors must have an enhanced DBS check.

The Governing Body has adopted the updated NGA 2023 document (latest available version) which can be found in full in Governors' Google Drive under Governor Induction. Governors will be expected to reaffirm their agreement to the Code of Conduct at the beginning of each academic year.

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

## 4. Meetings - Basic Information

Attendance and Apologies:

Good attendance at meetings is imperative so that all governors develop a good overall understanding of school business and are involved in making corporate decisions. All formal meetings of the governing body have to be quorate in order to make decisions. Meetings are quorate when at least 50% of the governors in post are present. This means that at least 8 governors (if we have a full complement of governors) must attend full governing body meetings for decisions to be made. Committee meetings must also be quorate for decisions to be made.

Attendance at meetings is monitored by the clerk to the governing body. If governors are unable to attend a meeting then they must give your apologies, with reasons, to the clerk to



the FGB (or the headteacher or chair). The governing body decides, on a case by case basis, whether or not to accept apologies. Apologies with no reasons provided, will be automatically rejected. If a governor's apologies are not accepted and the governor does not come to meetings for a period of more than six months then they will be disqualified from the governing body. (The date is calculated from the date of the first full governing body meeting missed). Where governors fail to send their apologies in advance of a meeting their apologies will not be accepted or approved after the meeting except in emergency circumstances.

The governing body prepares an annual programme of meetings and visits and produces a draft agenda to ensure key activities are addressed.

### Full Governing Body meetings:

- The full governing body has 6 meetings a year.
- The chair is responsible for setting the agenda in discussion with the headteacher and clerk to the FGB.
- All governors may ask for items to be included on the agenda - by contacting the chair (and the clerk) at least two weeks before the meeting. The chair decides whether to include the item. If three governors ask for an item to be included then this must appear on the agenda.

### Committee Meetings:

- At Fordley Primary School, we currently have two main committees:
  - Standards Committee - Curriculum, Pupil Performance and Safeguarding
  - Resources Committee - Finance, Staffing and Premises, Health and Safety
- Related appeals will be heard by one of the committees, dependent upon the subject of the appeal and governors' availability. Complaints will be heard by an ad hoc group of three governors - as necessary with **no prior knowledge** of the complaint.
- Standards Committee and Resources Committee meet at least once a term. Appeals and complaints meet only as the need arises.
- Each committee has a chair and a shadow chair. As part of our commitment to succession planning, committees are chaired by the elected governors of each committee.
- The chair of the committee is responsible for setting the agenda in discussion with the headteacher and clerk to the committee.
- All members may ask for items to be included on the agenda (as above)
- Each committee has a clear remit (See Appendix 1) based on the Governing Body Decision/Delegation Planner (See Appendix 2) which has been used to inform the draft agenda and ensures coverage of an annual programme of work. Each committee produces written minutes which are sent promptly to the FGB clerk for circulation



with the papers for full governing body meetings. Copies should also be sent to the chair if s/he is not a member of that committee.

### Protocol for discussion and decisions about single issue matters

The governing body accepts that there may be times during the year when it is necessary for decisions to be made in a timely fashion about issues which have not been addressed ahead of time in our detailed agenda. It is not expected that this will be a regular or frequent activity.

Where necessary, the headteacher or the chair of the FGB will email all the relevant details to the relevant committee. Using 'reply all' governors may ask for further clarification and indicate their views/decision. These will be collated and brought for ratification in the minutes of the next meeting of that committee so that there is a clear evidence trail of decisions.

Exploration of the potential of new technologies is also being carried out to try to establish opportunities for virtual meetings e.g. telephone/video conferencing. The governing body adopted a 'Virtual Policy' in February 2019. The policy was adapted in April 2020 to allow the body to operate during the Covid-19 crisis and was reviewed in September 2021.

## 5. Election Arrangements

- Parent & staff governors - arrangements are delegated to the headteacher. All candidates are invited to the count in the event of an election.
- Foundation governors - nominated by NTLT; confirmed by the governing body
- Co-opted governors - appointed by the governing body
- Local authority governors - nominated by the LA and confirmed by the governing body

As a governing body we are all responsible for the recruitment of new governors and for supporting the retention of these. Our aim is to ensure that the membership of the governing body is both representative of the community and has the breadth of skills we need to function well.

Materials from the LA's governor services are available to support these processes. All prospective new governors will be asked to attend a meeting with the chair and headteacher, so that they fully understand the scope of the role and the expectations that Fordley Primary School governing body has of its governors. All prospective governors will be provided with an information sheet. When they take up office, all new governors are provided with access to an induction pack, which is posted as a folder on the Governors' Platform (find in document)

### Appointment of the Chair and Vice-Chairs:

Term of office: 1 year



Election process: Advance nomination to the clerk. Governors may self-nominate. A secret ballot will occur if more than one candidate is nominated. If only one nomination is made the governing body will still consider the nomination rather than accept it outright.

Time of appointment: First meeting of autumn term

### 6. Support for new governors

To help new governors learn about their role and quickly contribute to the work of the governing body the following will occur:

- Initial visit to the school with the Headteacher (and chair of governors where possible) - opportunity to see the school in action
- Pack of essential documents (See Governors Induction Pack on Governors Google Drive) provided
- Meeting and training session led by Jacqui Sugden, Clerk to the Governing Body
- Welcome and introductions at next full governing body meeting
- We also encourage all governors to provide support, guidance and challenge to one another

### 7. Roles:

#### Chair – key tasks

- Ensure the FGB functions effectively, giving clear leadership, direction and ensuring a focus on the core functions
- Encourage the FGB to work as an effective team and contribute fully
- Ensure, with the clerk, that the FGB's business is conducted in accordance with the law
- Ensure that governors know and follow the rules and codes of conduct ensuring democracy
- Make it clear that all governors must accept collective responsibility for decisions taken at governors' meetings
- Be available to make "emergency" decisions under Chair's Action and to report any urgent action taken on behalf of the FGB, making sure it is fully explained
- Ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.





- Construct and agree the agenda for meetings alongside the Headteacher, together with the clerk, taking account of any requests from other governors and keep good order in meetings.
- Approve draft minutes for publication taking account of confidential items.
- Use time effectively by planning the year's cycle of meetings and a timetable for action
- Ensure governors' participation in and between meetings
- Chair one of the main committees
- Help new governors become involved in the work of the FGB
- Ensure all decisions are understood and that necessary action is taken
- Ensure governors receive all relevant information and materials.
- Check that decisions taken by the FGB are enacted
- Be proactive with regard to recruitment and retention on the FGB
- Ensure succession planning within the FGB
- Help the FGB understand its own strengths and weaknesses
- Establish and foster an effective relationship with the headteacher based on trust and mutual respect for each other's roles
- Ensure that the FGB acts as a sounding body to the headteacher and provides strategic direction
- Listen and be a critical friend to the headteacher
- Carry out any duties delegated by the FGB, be seen in school regularly, attend school functions or make sure another governor represents them, work with the LA, be accessible to other governors, staff and parents and meet governors from other schools
- Report decisions of the FGB to parents, staff and others regularly
- Co-ordinate the FGB role in OFSTED Inspections and LA reviews
- Manage the complaints process, where applicable
- Involve the vice-chairs so that he/she is in a position to act if you are not available

### **Vice-chairs – key tasks**

- Liaise on a regular basis with the chair and Headteacher to ensure they are fully informed
- Take on responsibilities delegated to them by the chair
- Deputise for the chair in their absence
- Chair one of the two main committees



- Establish and foster an effective relationship with the headteacher based on trust and mutual respect for each other's roles
- Be seen in school regularly, attend school functions or make sure another governor represents them, work with the LA as required, be accessible to other governors, staff and parents and meet governors from other schools
- Use time effectively by planning the year's cycle of meetings and a timetable for action in conjunction with the chair
- Ensure governors' participation in and between meetings
- Listen and be a critical friend to the headteacher
- Attend LA events on chair's behalf if necessary

### **The headteacher is responsible for:**

- The internal organisation, management and control of the school
- Deployment of staff and resources according to the school's business needs
- Formulating aims, objectives and policies for the FGB to consider adopting
- Advising on and implementing the FGB strategic framework
- Giving governors the information they need to help the school raise standards
- Reporting to governors six times a year via a headteacher's report (once per term in a full written report and once per term as a verbal update)

### **Governor responsibilities:**

All governors are expected to play their part in contributing to the overall work of the governing body. Our main aim is to support the school in raising standards for all pupils. Each individual governor has a responsibility, working alongside other members of the governing body, to the pupils and staff of the school, the school's wider community and where they are representatives, to their particular constituency (parents; staff; Local Authority). Although some governors may represent particular constituencies, they are not delegates of that group and once appointed must govern in the interests of the school. All governors will be given the opportunity to develop their skills and knowledge.

The FGB will conduct NGA Skills and Competency Audits at least every two years, in accordance with the Governance Action Plan. In addition to the skills audit, governors will be asked three key questions to feed into the annual impact statement.

- What has been your contribution this year?
- What training/development do I need?
- What do we (as a GB) need to do to improve? - add to the email reminding about dates.



At Fordley Primary School we have governors who are linked to key areas of school, the school development plan or specific school subjects, who in turn report to the relevant committee about duties within their lead areas.

- Safeguarding Governor/Child Protection/LAC - Carol Featherstone
- Pupil Premium/Mental Health and Wellbeing - Jackie McHanwell
- SEND and Inclusion - Gemma Wrightson

All governors have the opportunity on a regular basis to visit school, carry out learning walks, book looks, pupil voice and meet with subject leaders.

Curriculum Committee governors receive annual action plans from subject leaders and may have a presentation from relevant staff at these committees.

See Appendix 6 for guidance on these roles.

## Staff Appointments and Dismissals

Reference: School Staffing (England) Regulations 2009 and The School Staffing (England) (Amendment) Regulations 2013. Staff Appointments and Dismissals may be delegated to either 'the Headteacher', 'one or more governors', or 'one or more governors acting together with the headteacher'

At Fordley Primary School, we have accepted the following arrangements into our standing orders, which we confirm at the first FGB meeting of the academic year:

## Appointment of Staff:

Headteacher	Chair or vice chair and four other governors plus a representative from North Tyneside's Education Services team
Deputy & Assistant Headteacher	Chair or vice chair, up to three other governors plus the headteacher
Teaching Staff	Headteacher and up to two governors, DHT or KS lead may be involved at HT discretion
Support Staff	Headteacher and one governor, DHT or KS lead may be involved at HT discretion

## Hearings which could lead to Dismissal of Staff:

Headteacher	Three governors, who are not also members of staff
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Teaching Staff, Deputy & Assistant Headteacher, Teaching Staff	HT + two governors, who are not also members of staff (or three governors, who are not also members of staff, if the HT cannot sit because s/he had been the investigating officer).
Support Staff	HT + two governors, who are not also members of staff (or three governors, who are not also members of staff, if the HT cannot sit because s/he had been the investigating officer).

### Suspension of Staff:

Both the governing body and the headteacher have power to suspend on full pay anyone who works at the school, if it seems necessary. Each must inform the other, and the LA, if it takes such action.

Only the governing body may end a suspension.

## Governing Body's Key Activities

### Governor involvement in Quality Assurance

Quality Assurance is an essential part of the role of governors in supporting the school's own self-evaluation process which helps to raise standards. By being involved in Quality Assurance, governors working in partnership with the head and teaching staff of the school, will develop a better understanding of how well their plans and policies are working in practice. They will then be able to use this information to better inform future strategic planning. The work of the FGB should also be included.

The purpose of Quality Assurance is to:

- check that agreed plans are being implemented
- identify and evidence what's going well and celebrate it
- identify and evidence what is not going well and the reasons for this
- take action/modify plans, if appropriate
- be accountable as a governing body

All governors are expected to participate in a Quality Assurance role. Some of this will take place at FGB meetings but much will take place in committees.

Although there are numerous methods by which the FGB may carry out Quality Assurance on the work of the school the following methods will be used on a regular basis.

#### a. **Headteacher's Report**

This will be presented at the termly Full Governing Body meetings of each term and will be uploaded onto the Governors' Google Drive in advance of the FGB meeting. There will be a written report each term and a verbal report for the other three meetings. The report is one of the main ways in which the headteacher demonstrates her accountability for the performance of the school to the FGB. It then allows the FGB to corroborate the information with evidence from other sources, some of which are listed below:

#### b. **Committee Work**

Through its annual work programme, each committee will monitor those aspects of the school for which it is responsible through a detailed analysis of the relevant data (e.g.: Analyse School Performance (ASP), Inspection Data Summary Report (IDSR), Perspectives Lite and National Benchmark Online Data System, and budget information) and report each term to the FGB.

Each committee will also review the policies for which it is responsible in line with the policy review schedule as well as taking part in specific monitoring activities related to the purpose of that committee.



**c. In-School Activity**

It is expected that all governors visit the school **at least** once a year during the school day, e.g. Learning Walks, Pupil Voice, Book Looks and meetings with subject leaders. More regular visits to school are very much welcomed by the Headteacher and the rest of the school community.

The Headteacher will compile an annual calendar of 'quality assurance' activities and governors will sign up for at least one of these activities.

Governors can sign up for more than one occasion and are encouraged to do so. All visits will be conducted in line with the governors' code of conduct. A report format is available for governors to use, when necessary. Not all visits will require a full report. Where questions/issues are raised in the report, the HT will give a written response and the full document will be circulated to all governors.

Governor involvement in school visits provides opportunities for governors to get a much better understanding of the school, so that they can provide appropriate support and challenge. Governors are not inspectors and will not carry out formal lesson observations.

**d. Feedback from School Development Partner**

The chair or vice-chair may participate in the first meeting of each academic year to discuss achievement and priorities for the coming year. The chair or vice-chair may also be invited to attend the additional termly meetings with the SDP. This will be under the discretion of the Headteacher if they see it as appropriate. The reports from these meetings as well as the annual report from the School Development Partner will be circulated to the FGB. Governors will be able to question the School Development Partner about his/her report on an annual basis, at one of the agreed LA clerked FGB meetings.

**e. Headteacher Performance Management**

Three governors act as the headteacher's reviewers. Currently these are: Jackie McHanwell, (chair of governors), Carol Featherstone (co-opted governor) and Janice Mole (co-opted governor). These governors will monitor progress against the objectives and as appropriate, new targets will be set in relation to the key areas identified within the School Development Plan.

**8. Suspension of governors**

The FGB may decide to suspend a governor from all or any meetings of the FGB or its committees for a fixed period of up to six months on one or more of the following grounds:

- that the governor, being a person paid to work at the school, is the subject of disciplinary proceedings in relation to their employment
- that the governor is a subject of proceedings in any court or tribunal, the outcome of which may be that they are disqualified from continuing office as a governor (Under Section 6 of the Constitution Regulations)





- that the governor breaks the agreed Code of Conduct (e.g.: the governor has acted in a way that is inconsistent with the ethos of the school and has brought or is likely to bring the school or the FGB into disrepute or the governor is in breach of their duty of confidentiality to the school or to any member of staff or pupil at the school)

If the FGB is considering this action it will seek the advice of the Clerk (either the School or LA, depending upon circumstances, at the discretion of the chair of the FGB) to the FGB to ensure actions occur in a legal manner. The Governing Body has adopted a Procedure for Removal which will be reviewed on an annual basis and can be found in Appendix 8 .

#### 10. Attendance of other individuals

The attendance of individuals other than governors at FGB meetings and committee meetings may be appropriate to support the work of the FGB. Other members of staff are invited to governing body meetings as necessary to report on issues for which they carry responsibility. Members of the SLT and wider staff will attend governing body meetings to facilitate curriculum reports and presentations, as required, in agreement with the Headteacher and the chair.

#### 11. Links with other groups

**Pupils & Parents:** Members of the FGB will seek opinions and comments from the pupils and parents. This will include at least one meeting a year with the school council. Stakeholder engagement is also gathered at parents' evenings and during targeted discussion groups, questionnaires throughout the year.

**NTLT:** The school is part of the North Tyneside Learning Trust. This enables the school to access school improvement resources and initiatives; to collaborate with other schools; to link with employers, Further Education, Higher Education and other partners.

**NGA:** The FGB belongs to the National Governors' Association and currently has a Gold level membership. This allows us to benchmark with national best practice and remain updated in respect of government policy as well as being provided with bespoke advice and guidance.

**The North West Cluster of schools:** Fordley Primary School participates in termly meetings with the headteachers from the other schools in the North West of the Local Authority and also those schools who feed into North Gosforth Academy. This is to foster close working and co-operation between the schools. It also enables joint working on important issues such as transition, assessment and moderation.



## Appendix 1 Governing Body Key Standing Items at FGB Meetings and Committee Meetings

### Full Governing Body

#### 1. Terms of Reference

CLERK:	QUORUM: 50% (8 members) (if a full complement of governors)
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### Main duties

- To institute a health and safety policy
- To establish a performance management policy

### Autumn Term

1. To appoint (or remove) the Chair and Vice-Chair – on a yearly basis
2. To regulate the FGB procedures (where not set out in law)
3. To consider whether or not to exercise delegation of functions to individuals or committees and to record in the FGB decision planner
4. To review at least once a year the establishment, terms of reference and membership of committees including selection panels
5. To set up a register of Governor's Business and Family Interests

### Spring Term

6. To review and agree the school's strategic risk assessment
7. To review school safeguarding procedures
8. To consult on and set an admissions policy Summer Term
9. To determine the strategic direction of the school
10. To review the performance of the governing body
11. To approve SEF sections updated throughout the year
12. To ratify the formal budget plan (or approve if not delegated)
13. To ensure that the school meets 380 sessions in a school year

### Ongoing work

14. To monitor and evaluate the performance of the school, receiving reports from the Headteacher
15. To delegate items to the appropriate committee
16. To receive reports and ratify recommendations from committees or from individual governors
17. To consider business tabled by the LA
18. To appoint co-opted governors as appropriate
19. To hold a FGB meeting at least once a term

### Other Duties (when required)

20. To receive termly safeguarding updates
21. To investigate financial irregularities (head suspected)
22. To agree selection panel for headteacher and deputy head appointment
23. To draw up the instrument of government and any amendments thereafter
24. To appoint or dismiss the clerk to the governors
25. To appoint and remove co-opted governors
26. To decide to offer additional activities and to what form these should take
27. To cease providing extended school provision

## 2. Key Agenda Items at Full Governing Body Meetings

This is a general overview and the content under each heading will change depending upon the time of year (this is an example from the Spring Term).

Meetings may begin with relevant and essential governor training e.g. safeguarding/cyber security etc.

### 1. Items for Discussion/Action

- a. Apologies
- b. Declaration of interest
- c. Updates on any vacancies or welcome/approve a new governor
- d. Notification of any urgent action from the Chair
- e. Notification of any other business
- f. Minutes and Action Plan from the last full governing body meeting

### 2. Reports

- a. Headteacher Report: including Update on School Development Plan
- b. Committee reports
- c. Delegation of key policies and procedures to committees
- d. Governor monitoring visits and training reports

### 3. Items for Consideration and Delegation

- a. Policies
- b. Health and Safety
- c. School visits

### 4. Dates & Times of Next Meeting

Specific activities and quality assurance take place over the academic year but agendas are also flexible to include national education updates and the fluctuating needs and challenges of a busy primary school. Agendas are prepared by the Clerk to the Governing Body and agreed by the Chair and Headteacher prior to sharing with the full governing body in advance of the meeting. Agendas and minutes are found in the Governors Google Drive under Full Governing Body Meetings.



## Standards Committee

This is for guidance in setting agendas. Appointed Chair will work with her/his committee to develop the work programme based on this but maintaining flexibility to address key issues. This section will be updated annually.

We have key standing items on each half termly agenda:

- **Vision, Ethos and Strategic Direction** - this can include school development plan, performance management, monitoring of teaching and learning
- **Curriculum Overview** - this will include a review of the curriculum, a focus on standards, reports/presentations from subject leaders and activities such as book looks
- **Mental Health and Well-Being** - a focus on the schools approach to supporting the mental health and well-being of pupils and staff
- **Safeguarding** - an overview of safeguarding and child protection across the school including training updates. Also includes an attendance update and actions.
- **SEND** - an update on progress, support and provisions for children with additional needs

## Resources Committee

This is for guidance in setting agendas. Appointed Chair will work with her/his committee to develop the work programme based on this but maintaining flexibility to address key issues. This section will be updated annually.

We have key standing items on each half termly agenda:

- **Safeguarding** - this can include an overview of any structural safeguarding changes e.g. updating the SCR (Single Central Record), changing safeguarding providers etc
- **Buildings and Premises** - updates to the school site including discussions (and agreement where appropriate) around improvements to the school learning environments and use of capital funding
- **Strategic use of technology** - how school makes best use of technology to support with operational needs as well as pupils' education
- **Staffing** - planning for recruitment, agreeing staffing structures, considering any concerns around performance
- **Finance** - approving the annual budget, benchmarking the school against similar schools and nationally using the DFE tools, discussing and approving the SFVS (Schools Financial Value Standard), providing support and challenge around deficit situations
- **SLAs (Service Level Agreements)** - understanding the service level agreements the school has in place and agreeing/investigating which ones give the best value for money

## Other Occasional Committees

<ul style="list-style-type: none"> <li>• Pupil Discipline</li> <li>• Appeals</li> <li>• Complaints</li> </ul>	<p><b>QUORUM:</b> Minimum of 3 governors</p>
<p><b>Membership:</b> To be established on the basis of the issue and not include any governors involved in the original decision and be a minimum of 3 governors. To consider</p> <ul style="list-style-type: none"> <li>• Any salary review appeals (Resources Committee)</li> <li>• Any appeals against decisions of the Headteacher's salary review (Those not involved in HTPM &amp; pay review)</li> </ul>	





The overall remit is to conduct formal hearings according to agreed procedures in relation to:

- Appeals against exclusion
- Appeals in disciplinary and grievance matters
- Curriculum matters
- Complaints

Ongoing

1. To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to Chair/Vice-Chair in cases of urgency)
2. To direct reinstatement of excluded pupils (Can be delegated to Chair/Vice-Chair in cases of urgency)

## Appendix 2 Governing Body Delegation Planner

Governing bodies are accountable in law for all major decisions about the school and its future. However, this does not mean that they are required to carry out all the work themselves. Very many of the tasks can and should be delegated to individuals and committees. It is vital that the decision to delegate a task/responsibility to an individual is made by the full Governing Body and recorded – without such a formula, the individual/committee has no power to act.

The table below sets out the major areas of responsibility for governing bodies and who they can delegate each task to; it also records where the NGA does not think that, even if a task/responsibility can be delegated, this would be good practice.

This planner shows to which level the governing body may legally delegate functions.

Key

Level 1: Full Governing Body

Level 2: A committee of the governing body

Level 3: An individual governor

Level 4: Headteacher.

Key

- Blue box = Function cannot be legally carried out at this level.
- ✓ Action could be undertaken by this level.
- □ Although legally possible to delegate to this level, the NGA would not recommend it.

Significant decisions, Quality Assurance and evaluation are best undertaken by the Governing Body or a committee with delegated authority, not by individuals. As long as it is in line with the regulations governing bodies are free to decide for themselves.

- The governing body is responsible for the strategic direction of the school
- Committees can be given delegated authority to make decisions, monitor, evaluate and review particular plans, policies and targets. The head and staff play the major role in formulating plans, policies and targets to bring to committees or to the governing body for discussion prior to adoption by the full governing body.
- The head is responsible for internal organisation, management and control of the school and is accountable to the governing body.
- Although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
Budgets	To approve the first formal budget plan each financial year (and depends on your local scheme of financial delegation)	✓	✓			Resources Committee
	To monitor monthly expenditure.	✓	✓	□	✓	Headteacher
	To establish a charging and remissions policy	✓	✓	□	□	Resources Committee
	To enter into contracts (FGB should agree financial limits)	✓	✓	□	✓	Headteacher
Staffing	Appoint selection panel for Headteacher	✓				FGB
	Appoint selection panel for deputy head	✓				FGB
	Appoint selection panel for other members of the senior leadership team	✓	□	□	□	FGB / Headteacher
	Appoint other teachers	□	□	□	✓	Include up to 2 govs
	Appoint non-teaching staff	□	□	□	✓	Include 1 gov
	To put in place a pay policy	✓	✓	□		Resources Committee
	To make pay decisions in line with the pay policy and legal requirements <sup>1</sup> .	□	✓	□	✓	Resources Committee
	Dismissal of Headteacher	□	✓	□		Resources Committee
	Initial dismissal of other staff	□	□	□	✓	Headteacher
	Suspending head	□	✓	✓		Chair and Resources Committee
	Suspending staff (except head)	✓	□	□	✓	Headteacher
	Ending suspension (head)	✓	✓	□		Chair and Resources Committee
	Ending suspension (except head)	✓	✓	✓		Chair and Resources Committee
	Setting the overall staffing structure	✓	✓	□		Headteacher and Resources Committee

In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights	✓	✓			FGB
Determining dismissal payments/ early retirement	✓	✓			Resources Committee
To produce and maintain a central record of recruitment and vetting checks				✓	Headteacher
Establish and review procedures for addressing staff discipline, conduct and grievance.	✓				FGB
Deployment of staff and resources according to the school's business needs				✓	Headteacher

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
Curriculum	Ensure National Curriculum (NC) taught to all pupils.	✓	✓		✓	Headteacher
	To consider any disapplication for pupil(s)				✓	Headteacher
	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)	✓	✓		✓	Standards Committee
	Establish and review a sex education policy (including in primary schools where the FGB must decide whether to teach sex education) and ensure that parents are informed of their right to withdraw their children.	✓			✓	Headteacher
Religious Education	Responsibility for ensuring that provision of RE meets statutory requirements and/or the requirements of any trust deed.	✓	✓		✓	Headteacher

Collective Worship	To ensure that all pupils take part in a daily act of collective worship in line with statutory requirements.				✓	Headteacher
Extra-curricular provision	To decide whether to offer additional activities and what form these should take	✓	□	□	✓	FGB / Headteacher
	To put into place the additional services provided	□	□	□	✓	Headteacher
	To decide whether to stop providing additional activities.	✓	□	□	✓	FGB / Headteacher
Performance management	To formulate and review teacher appraisal policy	✓	✓	□		Resources Committee
	To appoint the panel to carry out the appraisal of the Headteacher.	✓	✓	□		FGB
	To carry out appraisal of other teachers.				✓	Headteacher
Discipline/ exclusions	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to Chair/Vice-Chair in cases of urgency)	□	✓			Standards Committee, Headteacher and Chair

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
Discipline/ exclusions	To produce a set of written principles for the school behaviour policy and present these to the Headteacher, parents, staff and students for consultation.	✓	✓	□		Standards Committee
	To draft the content of the school behaviour policy and publicise it to staff, students and parents.				✓	Headteacher

Admissions	To consult annually before setting an admissions policy (VA and foundation schools)	✓				FGB
	Admissions: application decisions (VA, foundation and special schools)	✓	✓			Standards Committee
	To appeal against LA directions to admit pupil(s) (voluntary, foundation and special schools; also, community and VC schools where LA is the admissions authority)	✓				Standards Committee
Premises & insurance	Buildings insurance and personal liability- FGB to seek advice from LA or NTLT, where appropriate.	✓	□	□		FGB
Health & safety	To ensure a health and safety policy and procedures are in place.	✓	✓			Resources Committee
	To ensure that health and safety regulations are followed	□	□	□	✓	Headteacher
School organisation	To publish proposals to change category of school	✓	□	□	□	FGB
	To decide whether to convert to academy status	✓	□	□	□	FGB
	Propose to alter voluntary foundation or foundation special school	✓	□	□	□	FGB
	Propose to discontinue voluntary foundation or foundation special school	✓				FGB
	To set the times of school sessions and the dates of school terms and holidays (except in community, special and VC schools where this is the LA's role)	✓	□	□		FGB
	To ensure that school lunch nutritional standards <sup>3</sup> are met	□	□	□	✓	Headteacher
	To establish a data protection policy and review it at least every two years.	□	✓	□	✓	HT and Resources Committee
	Maintain a register of pupil attendance	□	□	□	✓	Headteacher





Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
School organisation	To ensure provision of free meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	Headteacher
Information for parents	To adopt and review the home-school agreement	✓	✓	<input type="checkbox"/>		Standards Committee
	To establish, publish and review a complaints procedure.	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	FGB
	To establish and publish a Freedom of Information scheme and ensure the school complies with it.	✓	✓	<input type="checkbox"/>	✓	Headteacher
FGB procedures	To draw up an instrument of government and any amendments thereafter	✓				FGB
	To appoint (and remove) the Chair and Vice-Chair of a permanent or a temporary Governing Body	✓				FGB
	To appoint & dismiss the clerk to the FGB	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	FGB
	To appoint and remove community or sponsor governors (if constituted under 2007 Regulations) or co-opted governors (if constituted under 2012 Regulations).	✓				FGB
	To appoint local authority governors if constituted under the 2012 Regulations	✓				FGB
	To set up a register of governors' business interests	✓	✓	<input type="checkbox"/>		FGB
	To approve and set up a governor expenses scheme	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FGB
	To consider whether or not to exercise delegation of functions to individuals or committees.	✓				FGB

	To regulate the FGB procedures (where not set out in law)	✓				FGB
Federations	To consider forming a federation or joining an existing federation	✓				FGB
	To consider requests from other schools to join the federations and multi academy trusts	✓				FGB
	To leave a federation	✓				FGB
Area	Function	Level				In our school, this responsibility is delegated to:
Inclusion and equality	To establish and review a special educational needs (SEND) policy.	✓				FGB
	To establish and publish annually an 'Equality information and objectives statement' and review equality objectives every four years.	✓	✓		✓	Standards Committee - endorsed by FGB
	To designate a 'responsible person' for children with SEND in community, voluntary and foundation schools	✓	✓		✓	Standards Committee
	To designate a 'responsible person' for looked after children in community, voluntary and foundation schools	✓	✓		✓	Standards Committee - endorsed by FGB
	To establish an accessibility plan and review it every three years.	✓	✓		✓	Standards Committee - endorsed by FGB
	To establish and review annually a child protection policy and relevant procedures.	✓	✓			Standards Committee - endorsed by FGB

# Notes

1. In some schools, particularly larger ones, it may be appropriate to delegate deciding pay discretions to the Headteacher. However, in this case it is a good idea for the Governing Body to quality assure the decisions made, for example by spot checking a selection.



2. [Regulation 18](#) of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 permits the Governing Body to delegate any of its functions, subject to the restrictions listed in [Regulation 19](#). Academy conversion is not included on this list and the Academies Act 2010 explicitly restricts the functions of the discontinuance of schools provisions in the Education and Inspections Act 2006. Therefore, legally the Regulations permit delegation of the decision to convert to an academy. However, it would be bad practice for any decision affecting the future of the school to be decided by anything other than the full Governing Body. Furthermore, it is unlikely that the Department for Education would accept an application to convert which had not been signed off by the full Governing Body.
3. School Food Regulations came into force on 1 January 2015.



## Appendix 3: Code of Conduct

We agree to abide by the Seven Nolan Principles of Public Life:

- Selflessness

We will act solely in terms of the public interest.

- Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

- Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

- Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

- Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

- Honesty

We will be truthful.

- Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

As governors, we will focus on our strategic functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding the Headteacher to account for the educational performance of the school and its pupils and the performance management of staff
3. overseeing the financial performance of the school and making sure its money is well spent

We recognise the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard

As individuals on the Governing body we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day to day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
5. We will work collectively for the benefit of the school.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the school and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the Governing body if we have the authority to do so.
11. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's reputation in our private communications (including on social media).
14. We will not discriminate against anyone and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the Governing body, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and Governing body protocol.
6. When visiting the school in a personal capacity (i.e. as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.
2. We will express views openly, courteously and respectfully in all our communications with Governing body members and staff both inside and outside of meetings.
3. We will respect the remit of, and engage constructively with, relevant authorities and other schools.



4. We will work to create an inclusive environment where each board member's contributions are valued equally.
5. We will support the chair in their role of leading the Governing body and ensuring appropriate conduct.

### Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any Governing body vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

### Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the Governing body's business and these will be recorded in the Register of Business Interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act in the best interests of the school as a whole and not as a representative of any group.
6. 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.
7. We accept that information relating to Governing body members will be collected and recorded on the DfE's national database of governors (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.





## Appendix 4: Governor Allowances Policy

1. Governance is a voluntary activity and most governors do not claim allowances for attending ordinary meetings.
2. However, governors may claim allowances in respect of actual expenditure incurred whilst attending extraordinary meetings on behalf of the Governing Body
3. Governors may not claim for actual or potential loss of earnings or income.
4. All governors and associate members are eligible to claim allowances in accordance with this scheme.

### Eligible Expenses

Categories of eligible expenditure are as follows:

- Care arrangements: On occasion, the school will assist governors in the organisation of child care, where this is not provided by a relative or partner; Care arrangements for an elderly or dependent relative, where these are not provided by a relative or partner;
- Travel
- Subsistence

### Allowance Rates

Rates at which allowances are payable are as follows:

Care Arrangements: As specified above

Travel Rates: In accordance with Local Authority mileage rates

For public transport, actual costs incurred. However, where more than one class of fare is available, the rate shall be limited to second-class fares. [\*]

Subsistence: If additional expenses are incurred because work as a governor requires taking meals (i.e. breakfast, lunch or dinner) away from your school area, reimbursement will be made for the food/drink items bought on the day claimed. [\*]

### Criteria for Claims

- All claims must be submitted to the Headteacher on the form available from the office within one month of the expenditure being incurred.
- Receipts must be supplied to support claims for reimbursement, e.g. bus ticket, phone bill, taxi receipt, till receipt.

## Financial Systems

The school's normal systems for authorising and processing payments will apply to claims made under this scheme.

[\*] The Governing Body may vary these rates to meet their particular circumstances. The rates must be agreed at a full Governing Body meeting.

## Appendix 5: Commonly used acronyms and abbreviations

ADHD	Attention Deficit Hyperactivity Disorder (ADD Attention Deficit Disorder)
AGT	Able, Gifted and Talented
AP	Achievement Partner
APP	Assessing Pupil Progress
APS	Average Point Score
ARC	Additionally Resourced Centre
ARE	Age Related Expectations
ASP	Analyse School Performance (ASP)
BEC	Business Efficiencies Committee
BSA	Books/Stationery/Apparatus
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CATs	Cognitive Ability Tests
CEIAG/ IAG	Careers Education, Information, Advice and Guidance
CPD	Continuing Professional Development
CRB	Criminal Records Bureau (replaced by DBS)
CVA	Contextual Value Added
DBS	Disclosure and Barring Service
DES	Disability Equality Scheme
DfE	Department for Education
DDA	Disability Discrimination Act
DSP	Designated Safeguarding Person
DT	Design Technology
EAL	English as an Additional Language
EHCP	Education, Health Care (Plan)
FFT	Fischer Family Trust (education charity)
FGB	Full Governing Body
HSE	Health and Safety Executive
ICT	Information and Communication Technology
ISP	Individual Support Plan/Programme
IIE	Investment in Excellence



INSET	In Service Education and Training
L & M	Leadership and Management
LAC	Looked After Children
LA	Local Authority
LADO	Local Authority Designated Officer (Safeguarding)
LCVAP	Locally Co-ordinated Voluntary Aided Programme
LLE	Local Leader of Education
LSU	Learning Support Unit
MFG	Minimum Funding Guarantee
MFL	Modern Foreign Languages
NGA	National Governors' Association
NLE	National Leader of Education
NLG	National Leader of Governance
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
OFSTED	Office for Standards in Education
OoH	Out of Hours Provision (sometimes: ASC - After School Clubs)
TLCC	Pupil Achievement Committee
PAN	Published Admissions Number
PFI	Private Finance Initiative
PGCE	Post Graduate Certificate in Education
PLASC	Pupil Level Annual School Census
PM	Performance Management
PPA	Planning, Preparation and Assessment
PRU	Pupil Referral Unit
PSA	Parent Support Adviser
PSHCE/PSHE	Personal, Social, Health (and Citizenship) Education
PTA	Parent Teacher Association
QCDA	Qualifications and Curriculum Development Agency
R & R	Recruitment and Retention
SACRE	Standing Advisory Council on Religious Education
SATs	Standard Assessment Tasks
SBM	School Business Manager
SDP	School Development Partner
SEAL	Social and Emotional Aspects to Learning
SEF	Self Evaluation Form
SEND /	Special Educational Needs and Disabilities / Special
SENCO	Educational Needs
	Co-ordinator
SENTASS	Special Educational Needs Teaching and Support Service
SFVS	Schools Financial Value Standard
SIMS	School Information and Management System



SIP	School Improvement Plan /
SIS	School Improvement Service
SLA	Service Level Agreement
SLE	Specialist Leader of Education
SLT	School Leadership Team
SMSC	Spiritual, Moral, Social and Cultural
SMT	Senior Management Team
SSSR	Supported School Self Review
TaMHS	Targeted Mental Health in Schools
T & L	Teaching and Learning
TLR	Teaching and Learning Responsibilities
VA	Voluntary Aided
VA	Value Added
VC	Voluntary Control



## Appendix 6: The roles of the link governors for Safeguarding / Child Protection; LAC; and SEND

The Governing Body is a key driver in child protection and safeguarding and must "have arrangements in place to ensure that they exercise their functions with a view to safeguarding and promoting the welfare of children" (*Guide to the Law for School Governors DfE, 2009*).

Safeguarding covers child protection issues and other wider safeguarding considerations including bullying, pupil health and safety, meeting medical needs, first aid, school security, drug and substance misuse and other safeguarding issues specific to a school's local area.

School policies and practice take account of and comply with the latest guidance of "Keeping Children Safe in Education". The DfE publishes an updated 'Keeping Children Safe in Education' statutory guidance document regularly. The guidance documentation can be found at: <https://www.gov.uk/government/consultations/keepingchildren-safe-in-education-proposed-revisions>

Fordley Primary School has a Designated Safeguarding Lead (DSL) and 4 x Deputy Designated Safeguarding Leads (which are termed DpDSLs at Fordley Primary School). These staff have responsibility for child protection together with link governors.

### **What does the safeguarding link governor do?**

- acts as a "critical friend" to the school in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory Governing Body responsibilities are met
- ensures child protection policy and procedures are in place which are in accordance with guidance
- ensures the school has policies and procedures relating to wider safeguarding issues and that those procedures comply with relevant legislation and guidance and follow agreed Local Safeguarding Children Body (LSCB) and Local Authority procedures in the event of an allegation being made against the Headteacher or another member of staff
- ensures the school has a framework of policies & guidance to support pupils and staff and maintain safety (this includes issues such as complaints, behaviour, the use of reasonable force, promoting pupil wellbeing, risk assessments, school trips, staff conduct, attendance, exclusion, health & safety)
- monitors and reviews policies



- ensures there is a suitably qualified, trained and supported Designated Safeguarding Lead (DSL) who has responsibility for responding to and overseeing safeguarding issues
- ensures there are a suitably qualified, trained and supported Deputy Designated Safeguarding Leads (DpDSLs) who have responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSL
- ensures that any staff undertaking safeguarding responsibilities are adequately supervised and supported
- ensures there is a robust system for regarding, storing and reviewing concerns
- liaises with the Headteacher about general child protection and broader safeguarding issues and be able to report to the Governing Body on any issues
- ensures school staff training is up to date
- attends training and promotes training to other governors as appropriate (including Safer Recruitment training)
- ensures that staff and volunteer recruitment and selection follows safer recruitment procedures
- is aware of the single central record and ensures it is maintained in line with guidance
- has an understanding of how safe pupils feel in school
- ensures that safeguarding messages run throughout the curriculum
- ensures that the school works with agencies as appropriate
- works with the Headteacher to provide an annual report to the Governing Body
- monitors progress against any outstanding issues from the annual report and audit tool
- ensures that the safeguarding agenda is embedded in the ethos of the school.

Some questions to ask:

- does our school comply with the statutory requirements?
- do we receive an annual report on safeguarding?



- are all staff aware of their responsibilities?
- what measures do we take to help parents to understand the safeguarding agenda?
- how do we know our children feel safe?
- do we have all the appropriate policies in place?
- when were the policies last reviewed? (some should be done annually)
- are these kept in accessible place for all staff?
- do we have a single central record for our own employees and volunteers?
- whose responsibility is it to keep this up-to-date?
- are all new staff trained in child protection issues as part of their induction process?
- do all our staff have access to training every 3 years?
- has the Headteacher and at least one governor completed the Safer Recruitment training?
- who maintains up to date records of this training?
- when did the designated staff member last attend safeguarding training?
- are any other organisations using the school premises, and have they appropriately vetted their staff?
- does the Governing Body know that the site is safe and secure?
- does the Governing Body scrutinise attendance data regularly?

### **The role of the link governor for looked after children**

Local Authorities have a duty to promote the educational achievement of the children in their care. In order for them to implement this duty successfully, they need the active co-operation of schools. School governing bodies have a major responsibility for helping children to succeed: they can champion their needs, raise awareness and challenge negative stereotypes.

School governors can make a significant difference to how looked after children experience school. They can ensure that their needs are considered at the planning and policy level through to Quality Assurance and evaluation. Governing bodies will need to examine a wide range of school data to see how looked after pupils are progressing and identify any barriers to their learning.

Governing bodies are consequently advised to have a nominated governor with responsibility for this aspect if your school has looked after children on roll.





What does the link governor for looked after children do?

- ascertains that the school has a designated teacher for looked after children and whether they have attended appropriate training
- liaises with the designated teacher and keep the Governing Body informed about issues affecting looked after children
- provides support for the designated teacher
- attends any briefing events on looked after children and keeps abreast of national and local issues
- ensures that there is an annual item on the appropriate agenda regarding
  - o training undertaken by designated teacher, other staff and governors;
  - o the progress and attendance (as a group) of looked after children
  - o opportunities for looked after children to play a full part in the life of the school.
- ensures the school has an overview of the educational needs and progress of looked after children
- ensures the school sets challenging targets for looked after children
- checks that additional support is offered to meet the needs of looked after children who are at risk of underachieving
- checks that procedures are in place to ensure that all looked after children have up-to-date Personal Education Plans
- ensures school policies are reviewed from the point of view of looked after children
- ensures that resources are allocated to match priorities for looked after children and that the school's special educational needs and inclusion policies acknowledge the needs of looked after children (there may be a separate LAC policy)
- checks that the home school agreement and home school policy take into account the home circumstances of looked after children
- ensures no looked after child is permanently excluded and that there are strategies in place to reduce the number and frequency of fixed term exclusions



- ensures looked after children who have missed schooling receive support where appropriate
- ensures looked after children participate in out of school activities where possible

Some questions to ask:

- how does the school include raising the attainment of looked after children in the school improvement plan?
- is there suitable training for all staff in contact with vulnerable children?
- how does the school organise its liaison with agencies, services, children's homes and carers?
- what are the arrangements for welcoming new (looked after) children especially mid-term?
- who reviews and updates the child's Personal Education Plan?
- have the needs of looked after children been considered in the school's curriculum planning?
- are extra-curricular activities promoted with carers and looked after children?
- does the school consider the barriers to learning for looked after children?
- what strategies are deployed to avoid exclusion of looked after children?
- does the PSHE curriculum take full account of different family situations and experiences?

### **The role of the link governor for special educational needs and disabilities (SEND)**

The Governing Body has a duty to ensure pupils with Special Education Needs and Disabilities (SEND) can access the curriculum, achieve and participate fully in the life of the school. Governing bodies should, with the Headteacher, decide the school's general policy and approach to meeting pupils' special educational needs for those with and without statements.

As SEND governor you are the link between the Governing Body and the school in relation to pupils with SEND. It's your role to help raise awareness of SEND issues at Governing Body meetings and give up-to-date information on SEND provision within the school. You also help review the school's policy on provision for pupils with SEND and ensure that parents have confidence in this provision.

Your role is to ensure that pupils with SEND get the help they need to access the curriculum and to participate fully in the life of the school.

Governing bodies must ensure that there is a qualified teacher designated as SENCO for the school.



The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

What should the SEND link governor know?

- current numbers (but not names) of pupils on the SEND Register at the various levels
- identification procedures for pupils with SEND
- staffing arrangements for pupils with SEND
- plans for staff training
- how resources are deployed
- ways that pupils with SEND are ensured access to the curriculum
- provision being made for individuals
- progress on any parts of the School Improvement Plan relating to SEND
- progress with the implementation of the SEND Policy
- whether statutory reporting requirements are being met
- whether the requirements of the new code of practice (September 2014) have been implemented
- how the school liaises with external agencies and support services
- what links the school has with special/mainstream schools
- how school communicates with parents

Good practice checklist

- arrange class visits with the Head/SENCO to gain an understanding of how the school delivers SEND provision
- set up regular meetings with the SENCO
- take a central role at Governing Body meetings in discussions about SEND
- visit the school as often as you need to, to be able to stay informed
- attend LA training for SEND governors
- find out what links your school has with other local schools, SEND support services and parents



### Questions to ask the SENCO and Inclusion Lead

- how many pupils are on the SEND list?
- how does the school identify pupils with SEND and what happens once a pupil has been identified?
- what links does the school have with other local schools, SEND support services and parents?
- what is the academic attainment for pupils with SEND and the progress made over time?
- what is the range of needs?
- how does the school provide equal access to both the premises and the curriculum for pupils with SEND or disabilities?
- how is the school's work in SEND monitored?
- does the SENCO have enough time and resources to carry out their responsibilities?
- what training has been undertaken?
- what resources are available for SEND and how they are deployed including how SEND funding from the LA is allocated and spent?
- how do you gather the views of pupils with SEND and their parents/carers?
- does the school prospectus/school website include information on SEND?

## Appendix 7: Mentoring New Governors

Mentoring is available as part of the induction process of new governors and is characterised by a personal relationship between a new and an experienced governor, which helps the new governor to understand the role. It works in addition to, not instead of, other more formal training and development opportunities.

Please note that whilst all new governors may be assigned a mentor, this is a two-way process where both the mentee and mentor agree to the level of involvement required by the new governor.

### Aims

The purpose of mentoring is to help new governors become more effective and to make them feel they are doing something worthwhile for which they are appreciated. To do this, mentors use skills such as listening, questioning and informing to:

- Provide support, guidance, reassurance and assistance
- Help new governors learn from their experience
- Provide information about the Governing Body and its ways of working • Act as a sounding body

### Mentors can help by

- Being a friendly and patient listening ear, ready and willing to answer questions.
- Explaining how the Governing Body works - what it does, its ethos and values, the dynamics within the group, and the various roles within the Governing Body and the committees.
- Providing initial support at meetings - maybe a chat beforehand to explain the paperwork and what will happen; and sitting with the new governor at the meeting. Perhaps meet briefly after the meeting to discuss what happened and answer any questions.
- Providing information and explaining education language and jargon.
- Explaining training and development opportunities and encouraging participation.

### Mentees (New Governor)

The Mentee is the driver of the relationship. What they get out of the mentoring process will depend significantly on what they put into it and their own particular needs. They can get the most from the process by:

- Establishing their own goals - understanding what strengths they have and what skills they may still need to develop.

- understand that the mentor will not have all the answers
- accept constructive feedback
- set time aside for self-reflection
- evaluate progress
- celebrate success
- be consistent and reliable

## Appendix 8 - Procedure for Removal

The Governing Body adopts a Governor Code of Conduct on an annual basis, which describes the expected conduct and behaviour of all governors. Governors recognise that suspending and removing a governor from the body should be a last resort, and an attempt will be made to resolve any issues at an early stage, if appropriate.

Before removing a governor from post, the governing body will consider if suspension is more appropriate course of action.

The governing body may by resolution suspend a governor for all or any meetings of the school, 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 or her employment;
- (b) that the governor is the subject of proceedings in any court or tribunal, the outcome of which may be that the governor is disqualified from continuing to hold office as governor under Schedule 6 to the Constitution Regulations 2007 or Schedule 4 to the Constitution Regulations 2012;
- (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 the office of governor into disrepute; or
- (d) that the governor is in breach of the duty of confidentiality to the school or to any member of staff or pupil at the school.

A resolution to suspend a governor from office does not have effect unless the matter is specified as an item of business on the agenda for the meeting.

Before a vote is taken on a resolution to suspend a governor, the governor proposing the resolution must at the meeting state the reasons for doing so, and the governor who is the subject of the resolution must be given the opportunity to make a statement in response before withdrawing from the meeting in accordance with regulation 16(b).



A governor may not be disqualified from continuing to hold office under paragraph 5 of Schedule 6 to the Constitution Regulations 2007 or paragraph 9 of Schedule 4 to the Constitution Regulations 2012 for failure to attend any meeting of the governing body while suspended under this regulation.

Governing bodies may suspend but not remove any foundation governor.

## Removal of Governors

Foundation governors may be removed from office by the person who appointed them. The appointing body must give written notice of the removal to the clerk to the governing body and to the governor concerned. Governing Bodies may suspend but not remove any foundation governor.

Where the governing body has any concerns over the effectiveness or behaviour of a governor appointed by another body, they will bring their concerns to the attention of that body. It would then be for the appointing body to consider whether the information brought to light is sufficient to change their opinion of whether the individual concerned has the skills to contribute to effective governance, which was the basis of their original appointment decision, and if not to remove the individual and appoint someone else who does.

The governing body may remove any ex-officio foundation governor if requested by the person named in the instrument of government as the person entitled to make such a request. That person must give the clerk and the governor concerned written reasons for the request.

Local authority governors may be removed from office by the local authority that nominated them. The local authority must give written notice of the removal to the clerk to the governing body and to the governor concerned. The governing body may remove co-opted governors and partnership governors.

A partnership governor may also be removed by the governing body at the request of the nominating body.

The governing body may also remove an appointed or an elected, parent or staff governor. It is advised that every effort be made to avoid potential difficulties later by informing prospective election candidates, or appointees, of the nature

of the role. It is advised that their agreement is secured to a clear set of expectations for behaviour and conduct – as set out in a code of conduct.

The power should not be used simply to remove dissenting or challenging voices.

Good governance involves asking courageous questions and offering appropriate professional challenge. A diverse range of viewpoints contributes to healthy debate and good decision making; and avoids governing bodies becoming inappropriately dominated by a single narrow perspective.

The five-year disqualification term for removal reflects the expectation that the power to remove an elected governor will only be used in exceptional and serious circumstances.

Examples which could give rise to removal are

where: (a) there have been repeated grounds for suspension (b) there has been serious misconduct.

The governing bodies will decide what constitutes serious misconduct based on the facts of the case. However, any actions that compromise the Nolan principles, if sufficiently serious, would be considered in scope of this reason for removal.

(c) a governor displays repeated and serious incompetence; for example where an elected governor is unwilling or unable, despite all appropriate support, to develop the skills to contribute to effective governance; or where attendance is so irregular that the governor is unable to make any meaningful contribution to the work of the body.

(d) the governor has engaged in conduct aimed at undermining fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs; and/or;

(e) the actions of the governor are significantly detrimental to the effective operation of the governing body, distracting it from its core strategic functions; and/or the actions of a governor interferes with the

operational efficiency of the school thereby wasting a significant amount of headteacher and /or senior leadership time.

### Procedure for Removal

Removal by a governing body of a co-opted governor, partnership governor, ex-officio foundation governor, appointed parent governor or elected parent or staff governor is effected by resolution of the governing body but only if:

- (a) the removal is confirmed by a resolution passed at a second meeting of the governing body not less than 14 days after the first meeting;
- (b) the removal of the governor has been specified as an item on the agenda of both meetings; and the following additional conditions are satisfied.

Where the governor concerned is an ex-officio foundation governor, or is a partnership governor whose removal has been requested by the nominating body, the additional condition is that the governing body considers the reasons for removal and gives the governor concerned the chance to make a statement in response.

Where the governor concerned is a co-opted governor, a partnership governor, elected parent or staff governor, or an appointed parent governor, the governor proposing the removal must at the meeting give reasons for the proposal and the governor concerned must have the chance to make a statement in response.

### Appeals

The Governing bodies will provide an appeals procedure to enable any removed governor to test the reasonableness of the governing body's decision to remove them. An independent panel will conduct the appeal, which could include a governor from another school, and/or a suitable official from the local authority, or a suitable diocesan representative.

It is advised that any governor subject to removal is provided with written details of the case against them ahead of any meeting, and it is advised this includes details of how their case is being handled, and the timeframes involved. They must then be given sufficient time and support to respond.

All processes in the suspension or removal of governors will take place in accordance with the *Constitution of Governing Bodies of Maintained Schools* (2017) and *The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013*.