

# **GOVERNING BODY HANDBOOK**

## **2022-2023**



**This document sets out the principles and procedures by which our Governing Body operates.**

### **School Vision**

**At Broadwood, we have a shared vision to create a school where children are valued, celebrated, equipped, inspired and empowered.**

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## Introduction – the purpose of governance

Broadwood Primary School is a maintained school.

The purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance. All governance boards, no matter what type of school or how many schools they govern, have three core functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent

Effective governance is based on six key features:

- **Strategic leadership** that sets and champions vision, ethos and strategy.
- **Accountability** that drives up educational standards and financial performance.
- **People** with the right skills, experience, qualities and capacity.
- **Structures** that reinforce clearly defined roles and responsibilities.
- **Compliance** with statutory and contractual requirements.
- **Evaluation** to monitor and improve the quality and impact of governance.

Strategic Leadership and Accountability are the core pillars of the board's role and purpose. People and Structures define the way governance is organised, and Compliance and Evaluation ensure and improve the quality of governance (as described in the [DfE Governance Handbook](#) and [Governance Competency Framework](#)).

Each individual governor has a responsibility, working alongside other members of the governing body, to the staff and pupils of the school, the school's wider community and where they are representatives, to their particular constituency (parents, staff etc). Although some governors may represent particular constituencies (for example parents or staff) they are not Delegates of that group, they are representative members.

## Roles and Responsibilities

### Governing Body

- To approve the first formal budget plan each financial year.
- To decide on a staffing structure.
- To decide on a level of pay for teachers.
- To help to decide the priorities for the school when the school improvement plan is being developed.
- To review progress against strategic plan and evaluate Governing Body effectiveness.
- To ensure the national curriculum is taught to all pupils.
- To monitor targets for pupil achievement.
- To publish national test and exam results.
- To compare the performance of their school to similar schools.
- To receive information about the quality of teaching in the school.
- To have a published strategy for dealing with parental complaints and concerns.

- To ensure health and safety /risk management/safeguarding issues are addressed.
- To set the times of school sessions.
- To set term time and holiday dates (VA, Foundation Trust schools and academies).
- To work with the headteacher when making decisions.
- To ask challenging questions.
- To help develop school policies and procedures.
- To draw up an Instrument of Government.
- To consider the repair and maintenance of school buildings.
- To consider the use of school premises outside school hours.
- To appoint committees of governors to look at specific issues such as finance, staffing, curriculum.
- To review structure including any conversion to Multi-Academy Trust (MAT) status.

### **Governing Bodies do not:**

- Inspect the school.
- Write school policies on their own.
- Report on the quality of teaching after visiting the school.
- Share concerns about staff capability.
- Decide on how pupils are taught different subjects.
- Have the right to exclude a pupil.
- Authorise all expenditure.
- Rubberstamp recommendations from the Headteacher.
- Need to be aware of the performance objectives which have been set for individual teachers.

### **Chair**

- To think strategically about the future direction of the organisation and identifies the steps needed to achieve goals and leads the governing body in ensuring operational decisions contribute to strategic priorities.
- To provide effective leadership of organisational change even when this is difficult and is able to recognise when the governing board or an individual member is not behaving as expected and take appropriate action to address this.
- To work with the clerk to ensure appropriate data is provided by senior leaders which is accessible to the governing body and open to scrutiny.
- To ensure the governing body's business is conducted in accordance with regulations and that governors follow the rules and codes of conduct to ensure democracy.
- To set high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating these.
- To make it clear that all governors must accept collective responsibility for decisions taken at governing body meetings.
- To lead governing body meetings in a way which embodies the culture, values and ethos of the organisation.
- To ensure meetings are run effectively, focusing on priorities and making the best use of time, and to ensure that all members have equal opportunity to participate in discussion and decision-making.
- To ensure the governing body understands the scope of issues in question and is clear about decisions they need to make.
- To ensure that different perspectives, viewpoints and dissenting voices are properly taken into account and recorded.
- To be available to make 'emergency decisions' and to report any urgent action taken on behalf of the governing body, making sure this is fully explained.
- To construct and agree an agenda for meetings, in conjunction with the clerk, taking into account recommendations from the headteacher and requests from other governors.

- To approve draft minutes for publication taking account of confidential items.
- To use time effectively by planning a year's cycle of meetings and timetable of actions.
- To help new governors become involved in the work of the governing body. Ensure all governors receive relevant information and materials.
- To ensure the governing body holds senior leaders to account for financial and business management, as much as educational outcomes.
- Is confident in leading / undertaking leadership appraisal.
- To promote and foster a supportive working relationship between the governing body, clerk, senior leaders, staff and external stakeholders.
- To take a strategic view of the skills the governing body needs, identified gaps and takes action to ensure these are filled. Facilitates succession planning within the governing body.
- To ensure the governing body acts as a sounding board to the headteacher and provides strategic direction / supportive challenge.
- To create a culture in which governors are encouraged to take ownership of their own development and promotes mentoring and support for all members of the governing body.
- Is open to peer support to other chairs and takes opportunities to share good practice and learning.
- To report decisions of the governing body to stakeholders regularly.
- To co-ordinate the governing body role in Ofsted inspections and external reviews.
- To manage the school's complaints process.
- To attend Local Authority Briefings where beneficial.
- To build an open and supportive working relationship with the vice-chair and support involvement so that they are in a position to act if you are not available.

### **Vice-Chair**

- To liaise with the chair and headteacher on a regular basis to ensure you are fully informed.
- To take on responsibilities delegated by the chair.
- To deputise for the chair in their absence.
- To establish and foster an effective relationship with the headteacher based on trust and mutual respect for each other's roles.
- To use time effectively by planning the year's cycle of meetings and a timetable for action in conjunction with the chair.
- To ensure governors' participation in and between meetings.
- To attend Local Authority Briefings etc. on the chair's behalf if necessary.

### **Headteacher – responsibilities**

- The internal organisation, management and control of the school.
- Formulating aims, objectives and policies for the governing body to consider adopting.
- Advising on and implementing the governing body strategic framework.
- Giving governors the information needed to assist in raising school standards.
- Reporting to the governing body at least three times per year via a headteacher's report.

## **Meetings**

### **Attendance and Apologies**

Good attendance at meetings, both full governing body and committees, is important 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 are present. Committee meetings must also be quorate for decisions to be made (at least 3 governors).

Attendance at meetings is monitored by the clerk to the governing body. If governors cannot attend a meeting then they should give your apologies to the clerk or via the headteacher or the chair. The governing body decides whether or not to accept apologies. If a governor's apologies are not accepted and the governor does not attend meetings for a continuous period of six months or more, then they can be disqualified from the governing body. (This date is calculated from the date of the first full governing body meeting missed without permission). Where governors fail to send their apologies in advance of a meeting, their apologies may not be accepted or approved after the meeting.

All governors may ask for items to be included on the agenda of the full governing body by contacting the chair and the clerk at least two weeks before the meeting. The chair decides whether to include an item. If three governors ask for an item to be included then this must appear on the agenda.

## **Committee Meetings**

Broadwood Primary school has the following named committees:

- Curriculum and Performance
- Finance, Staffing and Premises
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### **Governing Body Year Planner**

Setting an effective agenda for full governing body meetings can significantly help the governing body to focus on its workload and key priorities. Governor Services provides guidance and a model agenda on a termly basis. However, governing bodies are encouraged to develop their own agendas and the guidance in Appendix 3 will help governing bodies to build appropriate agendas across the year covering all the standard, procedural, specific termly and strategic items.

### **Terms of Reference for Governing Body Committees**

#### **Full Governing Body - quorum: 50% of current membership**

- To determine the strategic direction and vision of the school and ensure focus on the three core strategic functions.
- To monitor and evaluate the performance of the school receiving reports from the headteacher and to hold the headteacher to account
- To receive reports and ratify recommendations from committees
- To approve the annual budget and ensure financial probity
- To consider business tabled by the Local Authority
- To investigate financial irregularities (if the headteacher is suspected)
- To agree selection panel for headteacher and deputy head appointment
- To ratify or reject decisions of appointed selection panels
- To suspend or end suspension of headteacher
- To draw up an Instrument of Government and any amendments thereafter
- To elect (or remove) the chair and vice chair of a permanent or a temporary governing body
- To appoint or dismiss the clerk to the governors

- To appoint and remove co-opted and Local Authority governors
- To set up a Register of Pecuniary Interests
- To consider whether or not to exercise delegation of functions to committees
- To review and adopt the governing body delegation planner
- To establish and review the governing body procedures (where not set out in law)
- To set the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance records.
- To review at least once a year the establishment, terms of reference and membership of committees
- To consider whether or not to exercise delegation of functions to individuals or committees
- To regulate the GB procedures where not set out in law.
- To agree governor induction and training programme
- To review progress against strategic plan and evaluate governing body performance.
- To produce a written set of principles for the school behaviour policy and present for consultation.
- To establish and approve a Special Educational Needs (SEN) policy
- To set the times of school sessions and term/holiday dates (where applicable)
- To consider the school's Self Evaluation assessments
- To adopt the Local Authority Financial Regulations
- To consider risk analysis regularly
- To review the performance of the governing body and consider training needs
- To ensure adequate safeguarding procedures are in place
- To publish proposals to change the category of the school
- To consider forming a group of schools or Multi-Academy Trust (MAT)
- Review of structure, including any subsequent conversion to MAT status
- To consider approach and timescale to academy conversion
- To consider forming a federation or joining an existing federation
- To consider requests from other schools to join the federation
- To leave a federation
- To propose to discontinue voluntary foundation or foundation special school
- To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the [Prevent Duty](#) into the Child Protection policy

The above should be in accordance with the agreed levels of decision making in the Delegation Planner as [Appendix 5](#).

### **Curriculum and Performance Committee - Quorum: 3 members**

- To assist in the development of the School Improvement / Development Plan
- To monitor and review School Improvement / Development Plan
- To monitor and review pupil and school performance (including Analyse School Performance)
- To review, monitor and evaluate the curriculum offer
- To monitor targets for pupil achievement
- To contribute to school self-evaluation
- To consider recommendations from external reviews of the school (e.g. Ofsted, external School Improvement Advisors), agree actions as a result of reviews and evaluate regularly the implementation of the plan.
- To develop and review policies identified within the school's policy review programme and in accordance with its delegated powers.
- To ensure that the requirements of children with SEND are met, as laid out in the [SEN Code of Practice](#) and receive regular reports from the Headteacher/SENDCO and an annual report from the SEN governor (where appointed).

- To advise the resource committee on relative funding priorities necessary to deliver the curriculum.

### **Finance, Staffing and Premises Committee - Quorum: 3 members**

- To consider and set the annual budget each financial year for formal agreement by the full governing body
- To agree annual action plans and monitor how school premiums are spent (i.e. Pupil Premium, PE & Sports Premium, SEND funding).
- To establish and monitor links between the School Improvement / Development Plan and budget taking account of priorities
- To evaluate the effectiveness of spending decisions linked to the School Improvement / Development Plan
- To consider longer term financial planning linked to the future needs of the school
- To ensure school meets its statutory obligations and complies with the [Newcastle Scheme for Financing Schools](#)
- To monitor the budget throughout the year
- To consider relevant contracts including Service Level Agreements (SLA) and monitor effectiveness of these services.
- To monitor the school roll and income levels
- To review delegated spending limits annually
- To review a Charging and Remissions policy
- To receive information on grants and miscellaneous income
- To consider outturn statement
- To consider and determine response to any financial matters including consultation on changes to funding formula
- To investigate irregularities
- To approve and set up an expenses scheme
- To ensure sufficient funds are set aside for pay increments as set out in the Pay Policy and as recommended by the Headteacher
- To ensure appropriate administration and audit of the School Fund
- To oversee the submission of the Schools' Financial Value Standard (SFVS) annually
- To self-evaluate the financial competencies of governors
- To consider and ensure best value at all times
- To consider financial benchmarking data
- To provide support and guidance for the GB on matters relating to the maintenance and development of the premises and grounds, including Health and Safety.
- To receive any health and safety reports and ensure any issues are met
- To receive and act upon any issues identified by an LA audit.
- To receive reports on condition of buildings and school environment
- To agree maintenance work to be done
- To seek advice on buildings insurance and personal liability (from Local Authority, Trustees or Diocese) where appropriate
- To determine staff complement
- To review staffing structure
- To receive reports and monitor status of any staffing issues
- To establish and review annually an appraisal and capability policy
- To be responsible for the review of a Pay Policy
- To make pay decisions in line with the Pay Policy and legal requirements
- To review salary scale for the Leadership team
- To determine dismissal payments / early retirement
- To consider pay awards for all staff based on performance (the headteacher should not advise on his/her own pay)

- To conduct agreed arrangements for recruitment and selection
- To conduct agreed procedures for capability, discipline, grievance, attendance and welfare issues
- To conduct dismissal procedures
- To conduct staff dismissal procedures according to agreed policy / procedures and in accordance with delegation planner.
- To suspend staff (except headteacher)
- To end suspension (except headteacher)
- To consider, adopt or adapt Local Authority advice on procedures and practice
- To approve leave of absence for headteacher
  - To consider requests for leave of absence / early retirement / sabbaticals

### **Complaints / Appeals Committee – Quorum: 3 members**

The membership is to be established on an ad hoc basis and not include any governors involved in the original decision and be a minimum of 3 governors. This committee would deal with any appeals (salary reviews, staff grievances, staff dismissals, complaints).

## **Election Arrangements**

The arrangements for the election of parent and staff governors are delegated to the Headteacher. The governing body appoints co-opted governor and Local Authority governors.

### **Appointment of the Chair**

Term of office: to be agreed at the first governing body meeting of the autumn term

Election process: By nomination at the first meeting of the autumn term

### **Appointment of the Vice Chair**

Term of office: to be agreed at the first governing body meeting of the autumn term

Election process: By nomination at the first meeting of the autumn term

### **Suspension of governors**

The governing body may decide to suspend a governor from all or any meetings of the governing body 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 in office as a governor (Under Constitution Regulations 2014).
- that the governor has acted in a way that is inconsistent with the ethos or religious character of the school and has brought or is likely to bring the school or the governing body into disrepute.
- that 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 governing body is considering this action it may wish to seek the advice of the Clerk to the Governing Body to ensure actions occur in a legal manner.

## **Arrangements for new Governors**

To help new governors learn about their role and quickly contribute to the work of the governing body, there will be an initial meeting with the Chair and the Headteacher and a mentor (a named and experienced governor) will be appointed as appropriate. Introductions will be made at the first meeting.

### **New governors are asked to:**

- Undergo a DBS check on (within 21 days of starting as a governor). Your school will help you with this
- Wear ID badges when in school
- Provide information on themselves for newsletters etc.
- Agree to their photograph being displayed on the noticeboard
- Provide details to be published on the DfE Get Information About Schools (GIAS) website

New governors are encouraged to take up training opportunities – particularly Induction – offered by Governor Services and/or the Diocese and from Modern Governor (e-learning).

### **New governors should be provided with the following:**

- Governing Body Handbook
- Minutes from last full governing body meeting
- School Development Plan
- Last Ofsted report
- Any Self-Evaluation materials
- Access to Newcastle Services to Schools online site
- Signposted to DfE Governance Handbook and Competency Framework

## **How governors are involved in monitoring**

Monitoring is an essential part of the role of governors in supporting the school's own self-evaluation process which help to raise standards. By being involved in monitoring, governors, working in partnership with the headteacher and teaching staff of the school, will develop a better understanding of how well the 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 governing body should also be monitored and evaluated.

### **The purpose of monitoring is to:**

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

### **Methods of monitoring:**

#### **Committee work**

Each committee will identify its remit and the areas of the School Improvement /Development Plan it has responsibility for, monitor those aspects of the school for which it is responsible and report each term or half term to the whole governing body. Each committee also needs to set up a rolling programme of policy review.

## **School Visits / Link governors**

It is expected that all governors visit the school at least once a year during the school day.

Some governors may be linked to specific priorities / to subjects / year groups or key stages / priorities from the School Development Plan.

Visits may involve meeting teachers and pupils, visiting classes, book scrutinies, learning walks or attending events (for example, assemblies, productions). All visits should be planned in consultation with the headteacher and the Visits Protocol should be followed (see Appendix 8).

Governors at Broadwood are asked to write a short report linked to their visit which will be shared with all governors at the next FGB meeting so that all are well informed.

### **Notes of visit**

Notes of visit from the Achievement Partner will be shared with the full Governing Body (unless there are confidential items).

### **Information provided in the headteacher's report**

#### **The headteacher's report to the governing body**

Over the year, the headteacher's report will include information on the following:

- The number of pupils on roll
- Attendance data
- Staffing information including staff absences
- Information on staff training which has taken place - the impact and future needs
- The organisation and sizes of classes or year groups in the school
- The numbers and percentages of pupils taking paid and free school meals, packed lunches
- Data on pupils in the school with Special Educational Needs (SEN)
- data on pupils in the school with English as an Additional Language (EAL)
- Data on Looked After Pupils (LAC)
- Data on Complaints
- Data on exclusions, reports of bullying, racist incidents
- Information on standards and attainment including trends (for example by year, gender, Pupil Premium or non-PP, prior attainment or ethnicity)
- Proposed attainment and progress targets for pupils throughout the school
- The success of cohorts of pupils in meeting targets and reasons for any shortfall/excess
- Information on value added by the school
- Specific targets relating to relevant groups of the pupil population (for example, Looked After Children, more able children, Pupil Premium)
- A commentary on the ASP report on the school's performance
- The particular steps the school has taken to improve its management and organisation
- Ways in which schools have developed the whole curriculum to reflect particular needs and circumstances and have enabled pupils to apply their skills in a wide variety of subjects
- Information on any safeguarding/health and safety issues
- The strategies which schools are actively pursuing, in liaison with prior and subsequent phase schools, to improve the transfer of pupils' curriculum and performance information in order to improve standards
- The arrangements that have been made over the previous term for parental consultation and how far these have succeeded
- Information on engagement with the community and enrichment activities

## Appendix 1. Governing Body Membership

The governing body has 12 members

Category	Name
Headteacher	Wendy Mitcheson
Local Authority	Lindsay Hassan
Staff	Currently out for new appointment
Foundation Trust	Meg Fisher
Foundation Trust	
Parent	Joanne Ayre
Parent	Currently out for new appointment
Co-opted	Tracey Caffrey
Co-opted Staff	Joanne Jameson
Co-opted	Clare McDonald
Co-opted	David Jones
Co-opted	Nicky Wise (Chair)
Associate	Susan Brooks-Tyreman
Associate	

### Associate Members

The attendance of individuals other than governors at full governing body meetings and committee meetings may be appropriate to support the work of the governing body. The invitation for associates to attend is a full governing body decision. Those associates who do attend are bound by the same rules of confidentiality as the governing body.

## Appendix 2. Membership Committees / Panels / Links

### Committee: Curriculum and Performance

**Members:** Wendy Mitcheson, Susan Brooks-Tyreman, Tracey Caffrey, Meg Fisher, Lindsay Hassan, Nicky Wise, David Jones

### Committee: Finance, Staffing and Premises

**Members:** Wendy Mitcheson, Susan Brooks-Tyreman, Nicky Wise, Clare McDonald, Joanne Ayre, Elaine Parker (SBM)

Link Governors:	
Safeguarding	Nicky Wise
SDP 1 Quality of Education - Improve the quality of teaching, learning and assessment to ensure all pupils make at least good progress from their starting points	Tracey Caffrey
SDP 2 - Quality of Education - Reading - The teaching of early reading (including phonics) is high quality and interventions are in place across school, including KS2. Children read with fluency and for pleasure	Nicky Wise
SDP 3 -Quality of Education – Oracy - Develop oracy skills for all children across school	Tracey Caffrey
SDP 4 -Behaviour and Attitudes - Improve attendance for all groups so that it is in line or above National Average.	Joanne Eyre
Pupil Premium	Tracey Caffrey
SEN	New Governor
Health and Safety	Margaret Fisher
Website and Social Media	David Jones
Science	David Jones
EYFS	Lindsey Hassan
Maths	Lindsey Hassan
Wider curriculum	Margaret Fisher

### Suggested Link Governor Monitoring Programme 2022 2023

Area	Link Governor	School contact	Half term	Activity
Safeguarding	Nicky Wise	Susan Brooks-Tyreman	Autumn	Check school procedures and SCR
			Spring	Safety – talk to pupils (behaviour, bullying, support) and SCR
			Summer	Attendance – meet with attendance team and SCR

Quality of Education - Improve the quality of teaching, learning and assessment			Autumn	Meet with HT to discuss the priorities and actions – focus – Effective use of Assessment and building on prior learning across the subjects
			Spring	Talk to children with their books – look at how marking and feedback impacts their learning
			Summer	Look at progression across subjects (books, pupil voice) Meet with HT to discuss data outcomes and progress.
Quality of Education - Reading			Autumn	Observe phonics and hear individual readers KS1
			Spring	Hear readers in KS2 and talk to children about reading for pleasure.
			Summer	Meet with SBT to discuss phonics data and next steps
Quality of Education – Oracy			Autumn	Choose 2 LA ability children in EY, Y1 and Y2 to monitor throughout the year through conversations
			Spring	Visit 2 LA ability children in EY, Y1 and Y2 to have conversations. Can you see progress in their language skills
			Summer	Visit 2 children, can you see progress.
Behaviour and Attitudes			Autumn	Pupil voice, talk to children across school about their experiences of school
			Spring	Visit a sample of lessons/playtime to observe behaviours and attitude to learning
			Summer	Pupil voice reflecting on the year. What have they enjoyed, what can we do differently etc
Pupil Premium	Tracey Caffrey	Wendy Mitcheson	Autumn	Discuss impact of last year and current strategy.
			Spring	Pupil voice – what are the children able to access- enrichment activities.
			Summer	Observe LA PP in lessons. Can they access the curriculum?
SEN			Autumn	SEND register, EHCP list, SEN categories & early identification in new intake.
			Spring	School visit – resource base provision
			Summer	School visit – meet wit SEND pupils / parents - support provided, SEND processes,
Health and safety	Meg		Autumn	Check compliance checks, check Accident reports, medicines records.
			Spring	Internal Health and Safety Walk with SMB & Site Manager to check learning environment.
			Summer	External Health and Safety walk to feed into asset management plan for following year.

Website and Social Media			Autumn	To feedback on current social media platforms and the relevant information. Next steps?
			Spring	Monitor the use of Website and SM
			Summer	Monitor the use of Website and SM
Science			Autumn	Priorities for the year ahead as a result of pupil outcomes
			Spring	School visit – book look, evidence of priorities
			Summer	School visit – science environment / pupil perceptions of science
EYFS			Autumn	Visit to EYFS to observe how children have settled and discuss on entry profile with staff
			Spring	Visit focus early reading – hear children read, discuss phonic progress with staff
			Summer	Visit focus early maths – book look, discuss predictions for end of year outcomes
Maths			Autumn	Priorities for the year ahead as a result of pupil outcomes
			Spring	School visit – book look, evidence of priorities
			Summer	School visit – mathematics environment / pupil perceptions of maths
Wider curriculum			Autumn	Changes, improvements, updates to the curriculum
			Spring	Extra-Curricular activities, curriculum enrichment
			Summer	Pupil Voice – curriculum highlights, improvement needed

## Appendix 3. Governing Body Year Planner

<b>Items to be done on a regular basis</b>
Receive a Headteacher's report and provide challenge
Monitor progress of SDP
Monitor the SEF
Approve / ratify policies reviewed by committees
Review pupil progress and attainment data
Review the effectiveness of the Governing Body
Review the school's vision and aims
Consider governor training needs
Discussion of views of key stakeholders (parents, pupils, staff, community)
Consider Local Authority reports / Briefing notes
Budget monitoring / expenditure update
Trust update (if applicable)

<b>Standing agenda items</b>
Welcome and introductions, membership update and mentoring arrangements
Declaration of interests – pecuniary and other conflicts of interest as relevant and appropriate to the agenda
Receive and consider apologies for acceptance or not
Identification of any additional items not on the agenda and consideration of the best way to deal with them
Agreement of the minutes of the previous meeting
Consideration of any confidential items
Consideration of any matters arising
Consideration of committee minutes if available
Consideration of visit reports/governor reports if available
Health and safety/safeguarding/risk management items

<b>Autumn Term</b>
Sign Annual Register of Pecuniary Interests
Elect Chair and Vice-Chair(s)
Review procedures including delegation planner
Review and agree committee structure, remits and membership.
Appoint Link Governors to specific responsibilities as appropriate and in line with school priorities
Adopt and sign up to a Code of Conduct
Agree a programme of meetings and link governor schedule for the year
Agree and sign the Delegated Levels of Authority for contact spend/invoices
Agree School Fund Auditor
Consider a timetable for completion of the SFVS assessment
Agree Pay Policy (annual staff appraisals and capability)
Consider admission arrangements for the next school year and put out for consultation if this needs to change

Consider school priorities for the forthcoming year
Agree budget expenditure report
<b>Spring Term</b>
Received a report from the Achievement Partner
Agree the school's Admission Policy and publish on school website
Agree budget for forthcoming year (or at Finance Committee)
Review and agree Service Level Agreements
Approve SFVS submission
Agree budget expenditure report

<b>Summer Term</b>
Review progress of the SDP and consider priorities for the new academic year
Agree non-teaching days for next academic year
Agree term and holiday dates for next academic year
Note arrangements for the election of Chair and Vice-Chair in the autumn term
Agree budget expenditure report

## Appendix 4. Finance Responsibility Planner

FUNCTION		RESPONSIBILITY
1.	BUDGET PREPARATION	
1.1	Prepare and agree the Annual Budget Plan for formal submission to the Governing Body. By 31 May in any financial year schools must submit a summary report showing the school budget for the financial year. This should show the allocation of resources as approved by the Governing Body for the financial year ahead.	Wendy Mitcheson
2.	BUDGET MONITORING AND CONTROL	
2.1	Review progress against all budget heads at ordinary meetings once each term and take such action on significant variations as appropriate or make any necessary recommendations to the Governing Body.	Elaine Parker
2.2	Provide the Committee with information on all significant variations.	Elaine Parker
2.3	Ensure that the Committee is provided with appropriate information on all matters of financial significance that may affect the agreed budget.	Elaine Parker
2.4	Ensure that all staff, who are involved in the incurring of expenditure and receipt of income and who are in any other way involved in the management of the School's finances, are fully conversant with Financial Regulations.	Wendy Mitcheson
2.5	During each term, schools must submit a monitoring report (see Annex D) which is based on the latest financial information and approved by the Governing Body, which summarises the school budget, projected year end spend and projected year end variance against budget.	Nicky Wise
2.6	A three-year budget projection for the new year plus two further years, submitted by the end of the summer term, incorporating the previous year's budget and actual expenditure and with subtotals for each expenditure group in line with the termly monitoring report format.	Wendy Mitcheson
3.	VIREMENTS	
3.1	Governing Bodies will be free to vire (move budgets) between budget heads, but such virements must be approved by the Governing Body. It is good practice to amend budgets in line with known changes in planning, to make reporting more meaningful and ensure that uncommitted budgets remain available to address budget pressures.	Elaine Parker
3.2	Limitations applying to the exercise of virement and transfers from contingency are as follows:	
3.2.1	Individual virement under £5,000	Suggested delegated authority - Headteacher
3.2.2	Individual virement above £5,000	Suggested delegated authority – Finance Committee
4.	PURCHASING, TENDERING AND CONTRACT ARRANGEMENTS	
4.1	Schools are required to abide by the City Council's Financial Regulations relating to School Governors' Contracts in purchasing, tendering and contracting matters.	Elaine Parker
4.1.2	Limitations applying to the agreement of contract spending limits are as follows:	

4.1.3	Contracts under £10k	Suggested delegated authority - Headteacher
4.1.4	Contracts between £10k and £20k	Suggested delegated authority – Headteacher can appoint OR the Chair of Finance Committee should approve (if no approved delegations)
4.1.5	Contracts above £20k	Suggested delegated authority - Governing Body OR Finance Committee (if delegated)
5.	AUDIT REPORTS	
5.1	Consider the contents of any report supplied by the Internal Audit Service of the City Council and make any necessary recommendations to the Governing Body.	Wendy Mitcheson
6.	CHARGES AND LETTINGS	
6.1	Approve a Charging and Remissions Policy as recommended by Committee	Governing Board
6.2	Approve a Lettings Policy as recommended by Committee	Governing Board
6.4	Determine the scale of charges for lettings and carry out an annual review of charges.	Governing Board
7.	INSURANCES	
7.1	Carry out an annual review of all insurances.	Elaine Parker
8.	GENERAL	
8.1	Ensure that all information requests of the Local Authority under the LA Financial Regulations for Schools are complied with.	Elaine Parker
8.2	Ensure that the school does not enter into any arrangement involving a commitment of funds beyond the current year (leasing or other forms of credit) without the prior permission of the Executive Director of Children’s Services; and assist in the preparation of such reports for the Governing Body as may be necessary.	Elaine Parker
8.3	To investigate irregularities	Wendy Mitcheson
8.4	To approve and set up an Expenses scheme - <i>if this is governor expenses it needs to be made clear, as employee expenses must be paid via the payroll.</i>	Governing Board
8.5	To monitor pupil numbers	Governing Board
8.6	To receive any health and safety reports and ensure health and safety issues are addressed	Governing Board
8.8	To receive reports on the condition of the buildings and school environment and agree action as appropriate	Finance, Staffing and Premises Committee

# 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 Broadwood Primary School September 2022**

## Annex

### 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 behaviour 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.

## Governing Body of **BROADWOOD PRIMARY** School

### Appendix 7 Maintained Governing Body Delegation Planner 2022 2023

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. 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. Please note that the decision planner does not apply to academy governing bodies.

#### Key

**The highlighted levels in the planner indicates the decisions approved by the GB.**

Level 1: Full governing body

Level 2: A committee of the governing body

Level 3: An individual governor

Level 4: Headteacher.

**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, monitoring and evaluation are best undertaken by the governing body or a committee with delegated authority, not by individuals. As long as it is line with the regulations governing bodies are free to decide for themselves.

There is also space for notes relevant to your governing body – for example, you should specify which committee or individual a particular task will be delegated to.

- 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	
<b>Budgets</b>	To approve the first formal budget plan each financial year (whether this can be delegated to a committee of the governing body depends on your local authority's scheme of financial delegation)	✓	✓			Finance Committee then approved by FGB

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
	To agree annual action plans and monitor how school premiums are spent (i.e. PE and sports premium, Year 7 numeracy and maths catch up premium, service premium and the pupil premium)	✓	✓	✗	✗	Curriculum Committee agree and monitor action plans and spending – FGB review annually. Link governor to monitor.
	To monitor monthly expenditure	✓	✓	✗	✓	Finance Committee then report to FGB through minutes of Committee meeting
	To establish a charging and remissions policy	✓	✓	✗	✗	Finance Committee
	To enter into contracts (GB should agree financial limits)	✓	✓	✗	✓	Finance Committee /Head in line with Scheme of Delegation
Staffing	Appoint selection panel for headteacher	✓				
	Appoint selection panel for deputy head	✓				
	Appoint selection panel for other members of the senior leadership team	✓	✗	✗	✗	Member of FGB to be on panel – Head to consult with Chair /Governors to appoint member.
	Ratify or reject decisions of appointed selection panels	✓				For Headteacher appointment, governor will represent FGB for leadership appointments
	Appoint other teachers	✗	✗	✗	✓	Headteacher
	Appoint non-teaching staff	✗	✗	✗	✓	Headteacher
	To put in place a pay policy	✓	✓	✗		Finance Committee then approved by FGB
	To make pay decisions in line with the pay policy and legal requirements <sup>1</sup>	✗	✓	✗	✓	Pay Committee- Where Pay Committee is a subset of the Finance Committee then report back to FGB
	Dismissal of headteacher	✗	✓	✗		Pay Committee
	Initial dismissal of other staff	✗	✗	✗	✓	Headteacher
	Suspending head	✗	✓	✓		Pay Committee
	Suspending staff (except head)	✗	✗	✗	✓	Headteacher
	Ending suspension (head)	✓	✓	✓		Pay Committee
	Ending suspension (except head)	✓	✓	✓		Pay Committee
Setting the overall staffing structure	✓	✓	✗	✗	Finance Committee then approved by FGB	

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
	In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights	✓	✓	✗		N/A
	Determining dismissal payments/ early retirement	✓	✓	✗	✗	Pay Committee
	To produce and maintain a central record of recruitment and vetting checks	✗	✗	✗	✓	Headteacher Monitored by link Safeguarding governor
	Establish and review procedures for addressing staff discipline, conduct and grievance	✓				FGB
<b>Curriculum</b>	Ensure National Curriculum (NC) taught to all pupils	✓	✓	✗	✓	FGB
	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)	✓	✓	✗	✗	Curriculum Committee then approved by FGB
	Establish and review a sex and relationships education policy (including in primary schools where the GB must decide whether to teach sex education) and ensure that parents are informed of their right to withdraw their children	✗	✗	✗	✓	Headteacher
	Provide clear advice, informed by statutory guidance, on which a strategy for careers advice and guidance can be based	✗	✗	✗	✓	N/A
	Responsibility for ensuring that provision of religious education (RE) meets statutory requirements and/or the requirements of any trust deed	✓	✓	✗	✓	Curriculum Committee
	To ensure that all pupils take part in a daily act of collective worship in line with statutory requirements				✓	Headteacher
<b>Extra-curricular provision</b>	To decide whether to offer additional activities and what form these should take	✓	✗	✗	✗	FGB
	To put into place the additional services provided	✗	✗	✗	✓	Headteacher
	To decide whether to stop providing additional activities	✓	✗	✗	✗	FGB
<b>Performance management</b>	To adopt and review teacher appraisal policy	✓	✓	✗		Finance Committee then approved by FGB
	To appoint the panel to carry out the appraisal of the head teacher	✓	✓	✗		FGB
	To carry out appraisal of other teachers (or delegate to line managers in the school)				✓	Headteacher

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
<b>Discipline/ exclusions</b>	To review 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)	x	✓			Curriculum Committee
	To produce a set of written principles for the school behaviour policy and present these for consultation	✓				FGB
	To draft the content of the school behaviour policy and publicise it to staff, students and parents.				✓	Headteacher
<b>Admissions</b>	To annually determine admission arrangements (VA and foundation schools)	✓	✓			Curriculum then approved by FGB
	To carry out consultation where changes to admission arrangements are proposed, or the governing body has not consulted on their arrangements in the last seven years (VA and foundation schools)	✓	✓			FGB
	Admissions: application decisions (Governing bodies of VA and foundation schools must establish a dedicated admissions committee to allocate places, where they choose to delegate authority to committee level)	x	✓			Admissions Committee – Subset of Finance Committee
	To establish and publish an admissions appeal timetable (VA and foundation schools)	x	✓			Admissions 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)	x	✓			Admissions Committee
<b>Premises &amp; insurance</b>	Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate	✓	x	x		FGB
<b>Health &amp; safety</b>	To ensure a health and safety policy and procedures are in place	✓	✓	x		Finance then approved by FGB
	To ensure that health and safety regulations are followed	x	x	x	✓	Headteacher
<b>School organisation</b>	To publish proposals to change category of school	✓	✓	x	x	FGB
	To decide whether to convert to academy status <sup>2</sup>	✓	x	x	x	FGB
	Propose to alter voluntary foundation or foundation special school	✓	x	x	x	FGB
	Propose to discontinue voluntary foundation or foundation special school	✓				FGB
	To set the times of school sessions and	✓	x	x		FGB

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
	the dates of school terms and holidays (except in community, special and VC schools where this is the LA's role)					
	To ensure that school lunch nutritional standards <sup>3</sup> are met	x	x	x	✓	Headteacher
	To establish a data protection policy and review it at least every two years and register with the Information Commissioner's Office	x	✓	x	✓	Head then to Finance Committee for Approval
	Maintain a register of pupil attendance	x	x	x	✓	Headteacher
	To ensure provision of free meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable)	x	x	x	✓	Headteacher
<b>Information for parents</b>	To determine whether to publish a home-school agreement (no longer a statutory requirement)	✓	✓	x	✓	Curriculum committee (Implemented by Head)
	Overall responsibility for ensuring that statutory requirements for information published on the school website, including details of governance arrangements, are met	✓	✓	x	x	Curriculum Committee with named link governor
	To establish, publish and review a complaints procedure	✓	✓	x	x	Finance Committee then approved by FGB
	To establish and publish a Freedom of Information scheme and ensure the school complies with it	✓	✓	x	✓	Finance Committee Then monitored by FGB
<b>GB roles, procedures and development</b>	Ensure focus on three core strategic functions: 1. Ensuring 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	✓				FGB
	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 and dismiss the clerk to governors	✓	✓	x	x	FGB
	To appoint and remove co-opted governors	✓				FGB
	To appoint local authority governors	✓				FGB

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
	To set up and publish a register of governors' business and pecuniary interests	✓	✓	✗		FGB
	To set the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record	✓				FGB
	To publish the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record	✗	✗	✗	✓	Headteacher
	To submit governor information to the DfE database of governors via Edubase	✗	✗	✗	✓	Headteacher
	To approve and set up a governors expenses scheme	✓	✓	✗	✗	FGB
	To consider whether or not to exercise delegation of functions to individuals or committees	✓				FGB
	To regulate the GB procedures (where not set out in law)	✓				FGB
	To agree governor induction and training programme	✓				FGB
	To review progress against strategic plan and evaluate governing body performance	✓				FGB
<b>Formal Collaboration</b>	To consider forming or joining a group of schools	✓				FGB
<b>Academies</b>	To consider approach and time scale to academy conversion	✓	✓			FGB
	To consider forming or joining an existing Multi-academy-trust (MAT)	✓	✓			FGB
<b>Federations</b>	To consider forming a federation or joining an existing federation	✓	✓			FGB
	Review of structure including any subsequent conversion to MAT status	✓				N/A
<b>Inclusion and equality</b>	To establish and review a special educational needs (SEN) policy	✓				FGB
	To publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014)	✓	✓	✗	✓	Headteacher then approved by curriculum committee with link SEN governor
	To designate a qualified teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator or SENCO)	✗	✗	✗	✓	Headteacher
	To appoint a designated teacher for looked-after children	✗	✗	✗	✓	Headteacher

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
	To establish an accessibility plan and review it every three years	✓	✓	✗	✓	Finance then approved by FGB
<b>Safeguarding</b>	To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the <i>Prevent</i> duty into the child protection policy	✓				FGB
	To adopt and review annually a child protection policy and relevant procedures	✓	✓	✗		Curriculum then approved by FGB with named Governor

### 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. Set out in the School Food Regulations which came into force on 1 January 2015.

## Appendix 7. Governor Allowances and Expenses

### Introduction

Expenses may only be paid to governors or associate members where a scheme is in place. Regulation 28 of the Roles, Procedures and Allowances Regulations 2013 allows governing bodies to set up a scheme for the payment of allowances (out of pocket expenses) to members of the governing body, and associate members.

The aim of this policy is to ensure that a governor or associate member is not out of pocket where the school has derived benefit from such outlay. The policy also reaffirms the Governing Body's (GB) commitment to ensuring equality of participation for all governors.

Provisions relating to governors' allowances are now incorporated into the new Regulations instead of being included in separate regulations. The previous Governors' Allowances Regulations 2003 have been revoked; they stipulated that GBs could not make different provision for members of the GB and associates or for different categories of governor.

All GBs should ensure they have a Governor Allowances Policy in place. You may wish to review your policy if you want to take advantage of the relaxation of the restriction on making different arrangements for associates and different categories of governor, although in doing so, careful consideration should be given to issues of equality.

### Delegation

The governing body may delegate the setting up of such a scheme to a committee, any governor or the Headteacher. Regulation 18(1) of the Roles, Procedures and Allowances Regulations 2013.

Academies' articles of association allow for governors to be reimbursed for reasonable expenses. This is at the discretion of the governing body.

Allowances and expenses necessarily incurred for which a claim may be made could include the following:

#### **Childcare or babysitting expenses**

Where a governor does not have a spouse, partner or other responsible adult to care for a child/ren during a period of absence in which that governor attends meetings of the governing body or its committees or in otherwise representing the school or governing body; claims will be limited to reimbursing the actual cost paid to a registered childminder or the cost of a babysitter.

#### **Care arrangements for an elderly or dependent relative**

Costs may be refunded in similar circumstances to childcare. Claims will be limited to reimbursing the actual amount paid to a person providing the care that the governor would have provided during the period of their absence.

#### **Governors with a special need**

Where the school or governing body does not provide facilities or equipment to enable a governor, for example, to communicate or otherwise take part in the activity in question, claims will be limited to reimbursing the cost of, for example, provision of a signer, audiotapes, Braille documentation, or travelling and subsistence for a person providing the support as the case may be.

### **Governors whose first language is not English**

The translation of documents or provision of an interpreter may be met in circumstances similar to a governor with special needs.

### **Travel**

The mileage rate used should not exceed the Revenues and Customs approved rates.

### **Stationery/Printer Ink**

Governors may have to print out documents and assistance could be offered with the associated costs.

### **Suggested claiming procedures**

To reduce administration, unless substantial sums are involved, governors could be asked to claim termly in arrears, prior to the end of the financial year in question.

Claims should be supported by relevant invoices or receipts. Claims could be made to the school administrative officer and authorised by the Chair.

The GB should review the policy annually as part of the Governing Body Handbook.

### **Challenge**

- Does your governing body have an expenses scheme in place?
- Does your governing body have a budget for expenses?
- Do you have a simple system for claiming expenses?
- How do you ensure equality of opportunity in terms of eligibility to become a governor if you have no such scheme in place?

## Appendix 8. Advice on Governors Visiting Schools

Visiting the school during the day is an important part of the governor's role because it enables him/her to develop an understanding of the school beyond the information gleaned at meetings. The Governance Handbook, 2021-2022 states that:

*Boards need to know their school if accountability is going to be robust and their vision for the school is to be achieved. Many boards find that visiting their school(s), particularly during the day, is a helpful way to find out more about the school, its staff and students. Through pre-arranged visits that have a clear focus, the board can see for themselves whether the school is implementing their policies and improvement plans and how they are working in practice. Visits also provide an opportunity to talk with pupils, staff and parents to gather their views; though are unlikely to be sufficient for these purposes.*

*Boards are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of executive leaders. If boards wish to spend time within a classroom, they need to be very clear why they are doing so.*

A key role for governors is to monitor the performance of the school. Visiting school is one part of that role and can help governors in their strategic duty of holding the school to account and evaluating its performance by giving a first-hand appreciation of what goes on in school. Another key role is to support school and visiting can play a part in that role too.

The leadership team in school is responsible for the quality of teaching, learning and assessment and they will have a planned programme of visits to classrooms to monitor and evaluate standards. The evidence gathered by the leadership team from classroom visits will be used in the school's self-evaluation and will be fed back to governors. Governors have a responsibility to validate the information they receive and visiting classrooms to see staff and pupils working, talking to pupils or undertaking learning walks can help to do this.

Ofsted inspectors will often ask governors about their visits to school and how the visits support their knowledge of the school's strengths and weaknesses.

Visits to school should normally be linked to the school development plan but governors may also visit school to monitor other aspects of school life. A governing body may wish to draw up an annual programme of visits or learning walks.

### **The Purpose of Visits:**

The purpose of a visit to school could be one or more of the following:

- To gain background information and to get to know how the school functions
- To see the school at work and understand the environment in which staff work and pupils learn. This is of particular importance for new governors and should be considered part of the induction process
- To get to know the staff and demonstrate the commitment of the governing body to the school
- To hold the headteacher to account (the "critical friend" role)
- To gather / understand the views of pupils or parents
- To gain first-hand information to assist with decision taking and policy making
- To see policies and decisions in action and to evaluate them
- To develop a specific link role (e.g. Safeguarding Link Governor)
- To monitor how resources are used

- To monitor health and safety and safeguarding practices
- To monitor school improvement and how specific priorities are being addressed
- To support the school by attending celebrations and events
- To recognise and celebrate the excellent practice in school

### **Protocol:**

Governor visits should always:

- Be arranged with the headteacher / subject lead in advance of the visit
- Have a clear focus which is understood by all involved
- Be an opportunity for learning
- Be a positive experience for all

Governors should not:

- Arrive with inflexible, pre-conceived ideas or pursue a personal agenda
- Inspect the school
- Make judgements on the quality of teaching
- Pursue issues which are operational and the responsibility of the headteacher and staff
- Make an unplanned or unfocussed visit

Before the Visit:

- Agree the focus, time and date for the visit
- Consider practicalities – parking, safeguarding arrangements etc
- Clarify any agreed etiquettes or expectations
- If appropriate and after clearance from the headteacher, liaise with the member of staff involved to gain an understanding of the activity being seen. For instance, you may be able to see a lesson plan
- Prepare any questions, with the headteacher
- Read any appropriate supporting information

During the Visit:

- Arrive on time and sign in
- Introduce yourself to any staff or pupils you meet
- If you are in a classroom, only participate at the invitation of the teacher (if possible, talk to the teacher beforehand about what your role/input will be)
- Note and praise the positives of school life
- Be aware that constant note taking may be disconcerting to the member of staff – use a proforma to guide and limit notetaking
- Ask questions when the opportunity arises
- Remain focussed on the original purpose of the visit
- Enjoy the visit!

After the Visit:

- Remember to thank staff and pupils
- Meet with the headteacher to raise any issues.
- Prepare a written report using an agreed format if appropriate. This should be given to the headteacher in the first place before circulation to other governors and/or staff. There is room on the report format for comments from the headteacher.
- Reflect on the success of the visit – how did it go? Did the visit enhance your understanding? What would have been “even better if”? Have you helped the governing body fulfil its duty?

It is also important to follow up on any comments made or questions asked in a visit report. This will ensure that the visits are useful, that any challenge is responded to and help demonstrate governor impact.

**Possible focus for visits:**

This list is not exhaustive and will be different for each individual school

- A priority from the School Improvement/ Development Plan
- A subject, key stage or class
- Literacy or numeracy
- Attendance
- Personal, Social, Health education (PSHE)
- Special Educational Needs provision
- English as an Additional Language (EAL) provision
- How disadvantaged pupils are supported / progressing
- Differentiation
- Marking of work/ Assessment
- The use of the building(s)
- The condition of the building(s)
- Safeguarding
- Health and Safety
- The use of resources
- The availability and deployment of support staff (teaching assistants, learning support assistants, office staff, caretakers, other non-teaching staff)
- The impact of any recent or impending change
- Lunch times and break times
- School meals and catering facilities

Governors are also encouraged to visit school in an informal capacity. Governors should inform the school if they are attending an event and should be clear about the capacity in which they are visiting.

Typical informal visits include:

- Attending school fairs
- Attending plays, celebration events, assemblies or carol services
- Attending trips, enrichment activities

**Additional questions to consider when visiting a school:**

When making any visit to school, governors will inevitably witness school life beyond the strict focus of their visit. It might be useful to include some or all of the questions below in the visit record form to capture the evidence.

Alternatively, these questions could form the basis of a conversation with pupils.

- Are there good relationships between staff (teachers and non-teachers) and pupils?
- Are there good relationships between pupils?
- Are there high expectations of all?
- Is good work celebrated and praised?
- Do pupils behave well – are they ready to learn, do they behave well in lessons, in corridors and at break-times?
- Are teaching and learning enjoyable for staff and pupils? Is there enthusiasm and engagement?
- Are pupils proud of their work?
- Are the displays around school attractive and well kept?
- Are the school's values evident?
- Does the school promote positive attitudes to ethnic and cultural diversity?

- Is the space used well? Are the working conditions good? Do staff and pupils respect their environment?
- Are equipment and resources of good quality and deployed well?

**Model Visit Record Template**

<b>Name</b>	<b>Date</b>
<b>Purpose of Visit - previously agreed with the headteacher</b>	
<b>Links with School Improvement Plan - how does the visit relate to a priority in the plan?</b>	
<b>Governor Comments - What did you see? What did you learn? What needs to be clarified?</b>	
<b>Key Issues for the Governing Body – e.g. impact of a policy or action, questions over allocation of resources, issues around implementation of a policy</b>	
<b>Is there any impact in this area of Pupil Premium spend?</b>	
<b>Any Suggested Actions?</b>	
<b>Comments from the Headteacher/Senior Leader:</b>	
<b>Date report taken to full governing body meeting:</b>	
<b>Additional Questions</b>	
	<b>Comments</b>
Example - Are there good relationships between staff (teachers and no- teachers) and pupils?	
Example - Are there good relationships between pupils?	

## Appendix 9. Link Governor Information

Link governors are members of and are appointed by the governing body to oversee specific aspects of governors' responsibilities within the school.

There is no statutory requirement to appoint link governors (although there is a strong recommendation in some areas – Safeguarding, SEN, LAC), but many governing bodies find them a very effective way to help the governing body to understand, oversee, monitor or develop a particular area of responsibility within the school. The link governor should enrich the whole governing body's understanding of their particular area and contribute to informed decision making and understanding of strengths and areas for development.

Link governors are also a useful way for the governing body to develop positive links with staff and to maintain a visible and professional profile within the school.

Governing bodies can link governors to curriculum or subject areas, year groups (more often in primary schools) or particular priorities in school. It is up to the governing body to determine how best to organise themselves.

The functions of a link governor could be performed by a working group or committee.

### **What does a link governor do?**

- takes a special interest in their particular area of responsibility
- keeps abreast of developments locally and nationally
- attends appropriate training
- makes focussed visits to the school
- has regular contact with the person(s) within the school with responsibilities in their particular area
- discusses the implications of any policies adopted by the governing with the staff concerned
- monitors how well relevant policies adopted by the governing body are operating within the school and understands any barriers to their implementation
- reports back regularly to the governing body, making recommendations where appropriate, either via a governors' committee or to full governing body meetings.

### **Benefits to having link governors**

- they constitute part of a strategy to monitor and evaluate regularly the progress of the school development /improvement plan
- they are a means to build up relationships, based on mutual trust and respect
- they provide Ofsted with concrete evidence about the involvement of the governors in the school
- they inform the school's self-evaluation process
- they allow governors to see first-hand the resources used in school, the fabric of the building etc., so that they can make informed decisions about future budget allocations.

*The advice we give can be adapted for any different links; your school may choose to have different arrangements for link governors from those detailed in the supporting documents.*

*We would recommend reviewing links annually to ensure that they match the current priorities of the year; a link one year may not be appropriate or a good use of both the governors' and the schools' time the following year.*

## **Supporting documents:**

- The role of the link governor for an improvement priority
- The role of the curriculum area link governor
- The role of the data link governor
- The role of the link governor for safeguarding/child protection
- The role of the link governor for looked after children
- The role of the link governor for SEND
- The role of the Pupil Premium link governor
- The role of the PE link governor (primary schools)
- The role of the attendance link governor
- The role of the EYFS link governor

## **The role of the link governor for an improvement priority**

Linking governors to priorities in the school improvement/development plan is good practice and provides a form of direct monitoring of key areas. The role will vary depending on the priority but many of the suggestions apply under “What does a link governor do?” above. It will be key for a governor linked to a priority to have a full understanding of the area involved, the actions planned by the school, what success will look like and what evidence will help a link governor evaluate success.

## **The role of the curriculum area link governor**

Many governing bodies use link governors effectively as one way to help the governing body to understand and monitor the curriculum on offer at the school. Governing bodies may wish to appoint link governors for curriculum subject areas. These links may change depending on the current priorities of the school.

It is for each governing body to agree on the role that it expects the curriculum area link governor to undertake but it is helpful to promote a good working relationship between the relevant member of staff at the school and the link governor.

## **What does the curriculum area link governor do?**

- takes a particular interest in their chosen subject by keeping up to date with national and local initiatives
- meets regularly with the relevant leader in school in order to become informed about current policies and practices in the school and know how the subject fits into the school development plan
- liaises with the relevant leader to obtain information on:
  - training undertaken/planned/needed
  - curriculum and timetable arrangements
  - provision for vulnerable pupils
  - provision for more able pupils
  - planning, assessment and recording procedures
  - standards of achievement
  - how well policies are operating
- talks to the Headteacher about curriculum issues
- visits lessons in order to understand how the subject is taught and any particular difficulties
- invites the relevant member of staff to give a presentation to the governing body or a committee
- reports back regularly to the governing body, making recommendations where appropriate, either via a committee or to full governing body meetings.

When visiting classrooms or other teaching situations, governors need to remember that they are not there to inspect lessons but to provide support and act as a critical friend to the school.

Separate guidance is available from Governor Services on protocols for visiting classrooms; link governors should ensure they are fully aware of their school's practices and protocols.

### **Some questions to ask**

- are the policies and initiatives that are in place making an impact on
- pupil achievement? how are pupils of different abilities catered for?
- How do we know that the curriculum meets the specialised needs of all our pupils?
- Is there sufficient lesson differentiation to provide for students of all abilities?
- could the curriculum be made more exciting/stand out more?
- has school asked the pupils what they want from the curriculum?
- What did they say?
- what continuing professional development is available for staff?
- are there sufficient resources in school to deliver the curriculum?
- what monitoring arrangements are in place?

### **The role of the data link governor**

Understanding the school's data is very important for all governors but some governing bodies are choosing to have one governor (or a committee of governors) who specialise in the data.

A data link governor should attend training Analysing School Performance and understand the thresholds and expectations from the DfE.

### **Some questions to ask**

- How does attainment and progress at my school compare to national averages and the government's thresholds and expectations?
- Are we relatively stronger or weaker in reading or writing (or English in secondary schools) compared to mathematics?
- Do we have any under-performing groups of pupils in any year groups or are there any gaps in attainment between some groups of pupils?
- How might the context of our school affect our performance?

### **The role of the link governor for safeguarding/child protection**

The governing body is a key driver in child protection and safeguarding. The Governance Handbook, 2021-2022 states:

*"Section 175 of the Education Act 2002, and The Education (Independent School Standards) Regulations 2014 place a duty on the boards of maintained schools and academy trusts to have arrangements in place to ensure that they:*

- *carry out their functions with a view to safeguarding and promoting the welfare of children; and*
- *have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.*

*"The statutory guidance, KCSIE, places requirements on all boards. Boards should ensure they read and have regard to this guidance".*

*"Boards should ensure their schools have effective safeguarding policies and procedures in place. This includes an effective child protection policy, which should describe procedures in accordance with government guidance and reference any locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be available publicly either via the organisation's website or by other means. It should also be updated annually (as a minimum)".*

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.

### **Designated Safeguarding Lead / Link Safeguarding Governor**

Schools should have a designated senior member of staff with responsibility for child protection together with a link governor

The DfE advises that this can be a member of staff on the governing body but it should not be the same person as the designated safeguarding lead. We would recommend a governor who is not employed by the school taking on the link governor role.

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

- ensures they are familiar with the DfE and LA (including Newcastle Safeguarding Children Board (NSCB)) guidance and policy in the area of safeguarding and child protection
- attends relevant training and promotes training to other governors as appropriate
- ensures suitable safeguarding and children protection policies and procedures are in place which are in accordance with the latest guidance
- ensures policies and procedures relating to wider safeguarding issues are in place and that they comply with the latest guidance (e.g. guidance from the Local Safeguarding Children Board (LSCB) or LA guidance on procedures in the event of an allegation being made against a member of staff)
- ensures the school has a framework of policies and 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 and health and safety)
- monitors and reviews all policies relating to safeguarding including the Single Central Record
- ensures there is a suitably qualified, trained and supported Designated Safeguarding Lead who has responsibility for responding to and overseeing safeguarding issues
- ensures there is a suitably qualified, trained and supported Deputy Designated Person who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the Designated Safeguarding Lead
- monitors staff responsible for safeguarding and ensures all staff training is up to date
- 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
- liaises with the headteacher about general child protection and broader safeguarding issues and be able to report to the governing body on any issues (via an annual audit)
- monitors progress against any outstanding issues from the annual report and audit tool
- ensures that staff and volunteer recruitment and selection follow safer recruitment procedures
- ensures there is a robust system for regarding, storing and reviewing concerns
- monitors the single central record and ensures it is maintained in line with guidance
- finds ways of understanding how safe pupils feel in school
- monitor how safeguarding messages run throughout the curriculum
- ensures that the safeguarding agenda is embedded in the ethos of the school
- ensures that the school works with agencies as appropriate

### **Some questions to ask**

- does our school comply with the latest statutory requirements?
- are all staff aware of their responsibilities, the latest guidance and policy updates?
- 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?

- are all new staff trained in child protection issues as part of their induction process?
- do all our staff have access to training as appropriate?
- 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 (should be every two years)?
- what safeguarding training have governors undertaken recently?
- what measures do we take to help parents to understand the safeguarding agenda?
- how do we know our children feel safe?
- is our Single Central Record for our own employees and volunteers up to date?
- who keeps this up-to-date?
- are any other organisations using the school premises, and have they appropriately vetted their staff?
- are there any issues with the site or security?
- what is attendance like?

### **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 champion their needs, raise awareness and challenge negative stereotypes.

School governors can make a significant difference to how looked after children (LAC) experience school. They can ensure that their needs are considered at the planning and policy level through to monitoring 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 required to have a nominated governor with responsibility for this aspect if your school has LAC on roll.

### **What does the link governor for looked after children do?**

- ascertains that the school has a designated teacher for LAC with sufficient seniority, resources and training to lead on the role of ensuring LAC achieve their educational potential
- liaises with the designated teacher and keeps the governing body informed about key issues affecting LAC
- provides support for the designated teacher
- attends any briefing events on LAC and keeps abreast of national and local issues
- receives an annual report from the designated teacher to support the overall judgement of the provision for LAC within the wider context of school planning. The report should include information relating to:
  - LAC attendance and exclusions
  - LAC attainment and progress
  - Personal Education Plans (PEP)
  - Use of the Pupil Premium funding
  - Support for LAC with SEN and More Able LAC
  - Consideration of the teaching and learning needs of LAC
  - How the school works with the Virtual School
- ensures the school understands the educational needs and progress of LAC and the ability to drive up standards for the cohort
- ensures the school sets challenging targets for LAC
- checks that additional individual support is offered to meet the needs of LAC who are at risk of underachieving

- monitors use of funding to directly support the attainment and progress of LAC
- ensures school policies are reviewed from the point of view of LAC such as Behaviour and Anti Bullying policies as well as consideration of confidentiality issues for LAC.
- ensures that resources are allocated to match priorities for LAC and that the school's special educational needs and inclusion policies acknowledge the needs of LAC (there may be a separate LAC policy)
- checks that any home school agreement considers the home circumstances of LAC and is supportive of the role of foster carers and social workers
- monitors and challenges the number and frequency of LAC fixed term exclusions and strongly challenge any potential permanent exclusion of a LAC
- challenges instances where a LAC is not in school through disengagement and monitor support and effort to re-engage
- ensures LAC have opportunities to take part in enrichment opportunities, hold positions of responsibility in schools and area given opportunities to demonstrate their talents

### **Some questions to ask**

- how well do our LAC do in terms of attainment and progress in comparison with all other pupils, LAC nationally etc?
- what does our school specifically do to raise the attainment and progress LAC ?
- have staff had quality and appropriate training for all staff in contact with vulnerable children?
- how does the school organise its liaison with the Virtual School, social workers, foster carers, appropriate agencies and services (e.g. admissions and exclusions) and children's homes?
- what are the arrangements for welcoming new into care children especially mid-term?
- does each LAC have an up to date PEP?
- how is the Pupil Premium funding spent to support the needs of our LAC?
- have the needs of LAC been considered in the school's curriculum planning?
- are extra-curricular and enrichment activities promoted with carers and LAC?
- does the school consider the barriers to learning for LAC?
- what strategies are deployed to avoid fixed term and permanent exclusions of LAC?
- does the PSHCE 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 policy and approach to meeting pupils' special educational needs for those with and without Education Health Care Plans. Governors are expected to ensure that SEN funding is managed correctly. They need to challenge leaders so that the effective use of this funding secures good or improving outcomes for pupils with SEND.

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

Your role is to ensure that pupils with SEN 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.

### **What should the SEN link governor know?**

- Current numbers (but not names) of pupils on the SEN Register at SEN support, those with top up funding , statements or EHC plans)
- Identification procedures for pupils with SEN
- Staffing arrangements for pupils with SEN
- Plans for staff training
- How resources are deployed and the impact on outcomes
- Ways that pupils with SEN are ensured access to the curriculum
- Provision being made for individuals
- Progress on any parts of the School Improvement Plan relating to SEN
- Progress with the implementation of the SEN Policy
- Whether statutory reporting requirements are being met
- How the school liaises with external agencies and support services
- What links the school has with special/mainstream schools
- How school communicates with parents including where to find the SEN information report on the school website.

### **Good practice checklist**

- Arrange class visits with the Head/SENCO to gain an understanding of how the school delivers SEN provision
- Set up regular meetings with the SENCO
- Take a central role at governing body meetings in discussions about SEN
- Visit the school as often as you need to, to be able to stay informed
- Attend LA training for SEN governors
- Find out what links your school has with other local schools, SEN support services and parents

### **Questions to ask the SENCO**

- How many pupils are on the SEN list and in what category?
- How does the school identify pupils with SEN and what happens once a pupil has been identified?
- What is the academic attainment for pupils with SEN 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 SEN or disabilities?
- How is the school's work in SEN monitored?
- Does the SENCO have enough time and resources to carry out their responsibilities?
- What training has been undertaken – by the SENCO or other staff?
- What funding is available for SEN and how is it deployed?
- How do you gather the views of pupils with SEN and their parents/carers?
- Does the school website describe the school provision for SEN and have a link to the wider LA Local Offer?
- How recently has SEN provision been reviewed and who was involved in this?

### **The role of the Pupil Premium link governor**

Some schools have one of their governors leading on Pupil Premium and become the link governor for this important area. The link governor would focus on the allocation of resources, the impact of the spend and the narrowing of the attainment gap between disadvantaged and other pupils.

### **What does the Pupil Premium link governor do?**

- becomes familiar with the school's pupil premium policy, if it has one
- becomes familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated and which groups of pupils attract the premium

- knows basic pupil premium facts for the school; how many pupils attract the premium, how this figure compares with other local and similar schools, how the money is spent
- monitors spending of the pupil premium, ensuring the money is spent in identifiable ways to support target groups of pupils
- monitors the impact of pupil premium spending
- understands relevant school pupil performance data that shows progress of different groups over time
- monitor the attainment of different groups of pupils over time to provide evidence of how pupil premium pupils are progressing compared with others
- meets occasionally with the special educational needs co-ordinator (SENCO) and/or other staff responsible for performance data to discuss issues around vulnerable groups including those eligible for the pupil premium
- visits the school to find out about pupil premium expenditure and its impact
- takes an active part in any governing body or committee discussions when the allocation and monitoring of the pupil premium is discussed and decided
- reports back to the governing body on the school's use of the pupil premium

### **Some questions to ask**

- how effective is the school in supporting vulnerable pupils?
- are there groups of pupils whose attainment or progress falls behind others?
- is the school ambitious for its disadvantaged pupils? Does the school do more than try to close the gap?
- how does the attainment of pupil premium pupils as a group compare with others (i.e. non-disadvantaged pupils)?
- how is the progress of different groups of pupils monitored so that the school can identify any under-performing groups?
- is there consistency in achievement across classes, year groups, subjects for disadvantaged children?
- how confident are you that the pupil premium grant is spent appropriately on the intended groups?
- what initiative has had the greatest impact?
- is the pupil premium funding kept separate from general school resources so it can be specifically and identifiably used as intended?

### **The role of the PE link governor (primary schools)**

There is a requirement for governors to understand the way the Primary PE and School Sports Funding has been spent in school and the impact.

A link governor should meet with the PE co-ordinator in school and discuss the following:

- how much money has been received by the school
- the plans to spend the money
- the school's vision for PE / school sport / competition
- how the skills of staff are being developed
- the sustainability of any initiatives
- what the long-lasting difference will be to the school and its pupils
- what has been the impact of the funding on pupils and staff
- what has been the impact on the health of pupils

### **The role of the attendance link governor**

Attendance is a key issue for many schools and Ofsted take a keen interest in a school's attendance data and the strategies being employed by a school to improve attendance and punctuality. Good attendance is key to a child's success at school and there may also be safeguarding issues if children are absent.

### **A governor linked to attendance may:**

- visit school to talk to the member of staff responsible for attendance
- look at the information available to parents and pupils to encourage good attendance
- look at the letters sent home to families where attendance is an issue
- scrutinise the attendance data on behalf of the governing body

### **Some questions to ask**

- What are your school's attendance targets?
- What is the overall level of attendance and how does it compare to national averages?
- Does the school have an Attendance Policy and when was it updated?
- What is the level of persistent absence?
- How many persistently absent (PA) pupils are there?
- Who are the PA pupils? (for instance, pupils with special needs, Looked After Children, children with behavioural needs, boys, girls)?
- What resources are in place to support them and how frequently are they monitored?
- What strategies/interventions does your school use to improve attendance?
- How is the impact of these interventions measured and how often are they reviewed?
- Are all staff aware of their responsibilities regarding attendance in school and does a senior member of staff have an overview?
- Is good attendance celebrated?
- Is punctuality an issue?
- How are issues with punctuality addressed?

### **The role of the Early Years Foundation Stage link governor**

It is important that governors have full knowledge of their Early Years Foundation Stage (EYFS): the strengths and areas for development, the progress of the children and how the setting is managed.

The EYFS link governor should:

- Be familiar with the statutory EYFS guidance and recent changes
- Understand how the data is collected
- Understand how the EYFS framework should be delivered
- Provide the link between the governing body and the EYFS lead
- Monitor the progress of the children and be aware of any gaps and how they are being addressed

This can be done by:

- Visiting the setting and watching the practice
- Attending training (including in school)
- Discussion with the EYFS lead and other staff
- Reporting to the governing body

### **Questions for EYFS link governors to ask**

- Does our EYFS policy reflect the legal requirements of the latest EYFS Statutory Framework?
- Does the EYFS policy reflect the vision and ethos of the school?
- Are staff and governors aware of the way Ofsted inspect EYFS?
- Is there an action plan for EYFS and how is it monitored/reviewed?
- Is there evidence of the main school priorities in EYFS?

### **What principles guide the teaching and curriculum in the EYFS?**

- What are the characteristics of effective learning in EYFS?

- How are play, exploratory learning and working independently made part of the curriculum?
- What opportunities are there for children to explore learning in different ways, using different resources – both indoors and outdoors?
- How is the interaction between learning at home and school managed?
- When does specific adult-led teaching happen?
- Are adults supporting play?
- How do we respond to and use the profile data?
- Are there opportunities to write, read and practice mathematical skills through play?
- Are there opportunities for children to revisit adult led activities?
- Are all children focused and engaged?
- Are all the resources age appropriate?
- Are activities regularly refreshed in line with current themes or interests?

### **How is progress monitored, recorded and reported in the Early Years?**

- How are the profiles used?
- How are photographs used?
- Is there an electronic system for collecting observations?
- How are comments from EYFS staff incorporated into the profile?
- How are observations incorporated into the profile?
- How is the voice of the child captured?
- Do the learning journals show progress over time?
- Are the next steps for individual children clearly identified?
- Is there evidence of early learning goals being used to direct activities?
- Is there evidence of assessment of needs being used to direct activities?
- How are parents' comments captured?
- How can parents see the profiles?
- How do we respond to and use data for individual children/groups of children?
- Does the GB incorporate Early Years targets in discussions on progress?
- How are the judgements moderated? Do we use links with other/cluster schools?

### **How is transition from the home or nursery environment dealt with?**

- How is change managed for children and families?
- Do we have individualised transitions?
- Do we have good relationships with feeder settings?
- Do staff make home visits? Are they helpful?
- If a nursery setting, how is the week organised?
- Are parents welcome to stay for any sessions?

### **How is the transition to Key Stage 1 managed?**

- Do we have “meet the teacher” sessions?
- How are reception children acclimatised to the main school environment?
- How is the data and information on standards/progress transferred to KS1 teachers?
- Do we have meetings to discuss the EYFS profile scores and the Characteristics of Learning for each child (a discussion should consider strengths and weaknesses under the best fit parameter)?
- What is the environment like in KS1? Is there consistency of provision?

### **How are members of staff in the EYFS deployed? What is the ratio of adults to children in the classroom?**

- How many staff work in EYFS?
- How are teaching assistants/nursery nurses deployed?
- What are the ratios for EYFS?

- How are staff deployed out of doors to ensure free flow?
- Are all staff qualifications “fit and relevant” for the revised EYFS?

**How is your classroom and outdoor space organised to ensure the best and most regular opportunities for learning?**

- What equipment is available inside and outside?
- Are all the resources age appropriate?
- Are activities regularly refreshed in line with current themes or interests?
- Is the planning for the environment as a whole?
- Is the learning space developmentally appropriate and does it reflect the children’s current interests?
- What areas are set up?
- Are the areas planned to support key priorities?
- Is the Foundation Stage adequately resourced?

**How do staff in the EYFS work with other colleagues across the school?**

Early Years practitioners can often feel separate from the rest of the staff body; not only is their practice different, they also work to different assessment systems and organise the children and the school day differently. But Early Years staff have a huge amount to offer other staff in a primary setting – especially in developing and sustaining links between home and school; in exploration and learning through play; and in working with other adults and space in different ways to maximise learning opportunities and progress.

EYFS staff are also experts in being able to observe and notice progress that might not be assessable or recordable quantitatively. This information could be very useful to other teaching staff.

In addition, EYFS staff tend to design environments for learning which are nurturing of the whole child, and this can be useful to other members of staff.

**What continuing professional development is available for EYFS staff and how might this be disseminated to other staff across the school?**

- Are training opportunities linked to priorities?
- What courses have staff been on recently and what has been the impact?
- Have the courses been useful/had impact?

## Appendix 10. Commonly Used Abbreviations / Acronyms

### Commonly used Initialisms and Acronyms

<b>ADHD</b>	<b>Attention Deficit Hyperactivity Disorder (ADD Attention Deficit Disorder)</b>
<b>AGT</b>	<b>Able, Gifted and Talented</b>
<b>AP / SIP</b>	<b>Achievement Partner / School Improvement Partner</b>
<b>APP</b>	<b>Assessing Pupil Progress</b>
<b>APS</b>	<b>Average Point Score</b>
<b>ARC</b>	<b>Additionally Resourced Centre</b>
<b>ARE</b>	<b>Age Related Expectations</b>
<b>ASP</b>	<b>Analysing School Performance</b>
<b>AWPU</b>	<b>Age-weighted Pupil Unit</b>
<b>BSA</b>	<b>Books/Stationery/Apparatus</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CATs</b>	<b>Cognitive Ability Tests</b>
<b>CEIAG/ IAG</b>	<b>Careers Education, Information, Advice and Guidance</b>
<b>CEO</b>	<b>Chief Executive Officer</b>
<b>CEOP</b>	<b>Child Exploitation and Online Protection Centre</b>
<b>CPD</b>	<b>Continuing Professional Development</b>
<b>CPoms</b>	<b>Child Protection online monitoring system</b>
<b>CVA</b>	<b>Contextual Value Added</b>
<b>CYPS</b>	<b>Children and Young People Service</b>
<b>DBS</b>	<b>Disclosure and Barring Service (previously CRB)</b>
<b>DES</b>	<b>Disability Equality Scheme</b>
<b>DfE</b>	<b>Department for Education</b>
<b>DDA</b>	<b>Disability Discrimination Act</b>
<b>DSG</b>	<b>Dedicated Schools Grant</b>
<b>DSP</b>	<b>Designated Safeguarding Person</b>
<b>DT</b>	<b>Design Technology</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EGPS</b>	<b>English Grammar, Punctuation and Spelling (see SPAG)</b>
<b>EHCP</b>	<b>Education, Health and Care Plan</b>
<b>ESFA</b>	<b>Education and Skills Funding Agency</b>
<b>EYFS</b>	<b>Early Years Foundation Stage</b>
<b>EYPP</b>	<b>Early Years Pupil Premium</b>
<b>FAP</b>	<b>Fair Access Panel / Protocol</b>
<b>FGM</b>	<b>Female Genital Mutilation</b>
<b>FFT</b>	<b>Fischer Family Trust (education charity)</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>GAG</b>	<b>General Annual Grant (academies)</b>
<b>GCSE</b>	<b>General Certificate in Secondary Education</b>
<b>GLD</b>	<b>Good Level of Development</b>
<b>GPS</b>	<b>Grammar, Punctuation and Spelling (see SPAG)</b>
<b>HSE</b>	<b>Health and Safety Executive</b>
<b>HLTA</b>	<b>Higher Level Teaching Assistant</b>
<b>HMI</b>	<b>Her Majesty's Inspector</b>
<b>ICT</b>	<b>Information and Communication Technology</b>
<b>IDSR</b>	<b>Inspection Data Summary Report</b>
<b>IEB</b>	<b>Interim Executive Board</b>
<b>IEP</b>	<b>Individual Education Plan / Programme</b>

<b>IGCSE</b>	<b>International GCSE</b>
<b>IIE</b>	<b>Investment in Excellence</b>
<b>INSET</b>	<b>In-Service Education and Training</b>
L & M	Leadership and Management
LAB	Local Advisory Board
LAC	Looked After Children
LA	Local Authority
LADO	Local Authority Designated Officer (Safeguarding)
LCVAP	Locally Co-ordinated Voluntary Aided Programme
LGB	Local Governing Body
LLE	Local Leader of Education
<b>MAT</b>	<b>Multi Academy Trust</b>
<b>MFG</b>	<b>Minimum Funding Guarantee</b>
<b>MFL</b>	<b>Modern Foreign Languages</b>
<b>MSG</b>	<b>Monitoring Support Group</b>
NFF	National Funding Formula
NGA	National Governance Association
NLE	National Leader of Education
NLG	National Leader of Governance
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
<b>OFSTED</b>	<b>Office for Standards in Education</b>
<b>OSC</b>	<b>Out of School Clubs (or ASC – After School Clubs)</b>
PA	Persistent Absence
PAN	Published Admissions Number
PFI	Private Finance Initiative
PGCE	Post Graduate Certificate in Education
PLASC	Pupil Level Annual School Census
PM	Performance Management
PP	Pupil Premium
PPA	Planning, Preparation and Assessment
PRU	Pupil Referral Unit
PSA	Parent Support Adviser
PSHCE/PSHE	Personal, Social, Health (and Citizenship) Education
PTA / PTFA	Parent Teacher (Friends) Association
PTR	Pupil / Teacher Ratio
<b>QCDA</b>	<b>Qualifications and Curriculum Development Agency</b>
R & R	Recruitment and Retention
RI	Requires Improvement (Ofsted grading)
RSC	Regional Schools Commissioner
<b>SACRE</b>	<b>Standing Advisory Council on Religious Education</b>
<b>SATs</b>	<b>Standard Assessment Tests</b>
<b>SBM</b>	<b>School Business Manager</b>
<b>SCR</b>	<b>Single Central Record</b>
<b>SEAL</b>	<b>Social and Emotional Aspects to Learning</b>
<b>SEF</b>	<b>Self Evaluation Form</b>
<b>SEMH</b>	<b>Social, Emotional and Mental Health</b>
<b>SEND / SENCO</b>	<b>Special Educational Needs / Disabilities Co-ordinator</b>
<b>SENTASS</b>	<b>Special Educational Needs Teaching and Support Service</b>
<b>SFVS</b>	<b>Schools Financial Value Standard</b>
<b>SIMS</b>	<b>School Information and Management System</b>
<b>SIP / SDP / SP</b>	<b>School Improvement Plan / School Development Plan / School Plan</b>
<b>SLA</b>	<b>Service Level Agreement</b>
<b>SLE</b>	<b>Specialist Leader of Education</b>

<b>SLT</b>	<b>Senior Leadership Team</b>
<b>SMSC</b>	<b>Spiritual, Moral, Social and Cultural</b>
<b>SMT</b>	<b>Senior Management Team</b>
<b>SoD</b>	<b>Scheme of Delegation</b>
<b>SPAG</b>	<b>Spelling, Punctuation and Grammar (see GPS)</b>
<b>STEM</b>	<b>Science, Technology, Engineering and Maths</b>
<b>STPCD</b>	<b>School Teachers Pay and Conditions Document</b>
TA	Teaching Assistant
TaMHS	Targeted Mental Health in Schools
T & L	Teaching and Learning
TLR	Teaching and Learning Responsibility
TSA	Teaching School Alliance
<b>UIFSM</b>	<b>Universal Infant Free School Meals</b>
<b>UTC</b>	<b>University Technical College</b>
VA	Voluntary Aided
VA	Value Added
VC	Voluntary Controlled

## Appendix 11. Online Participation for Governors

### Introduction

The way people communicate is changing, with use of the internet increasing throughout society. Most of us are very used to emailing, which continues to be a common form of communication for governors but social networking tools such as Facebook can be used to have conversations online and for people to share information, experiences and knowledge.

Social media, such as Facebook and Twitter, may present incredible opportunities for school governors to communicate and collaborate more effectively – however there are risks and governors must be aware of the implications of participating online in their official capacity.

Below we have set out areas that governors should bear in mind when using the web, to ensure risks are mitigated and opportunities maximised.

### The opportunities

Participating online offers a number of opportunities for school governors including:

**Communicating between governors:** using trusted online spaces, governors can have discussion online and share information with one another between face to face meetings, increasing efficiency. There is also the opportunity for governors to communicate with other governors in their local authority and nationally.

**Listening to what people are saying:** like it or not, people will be talking about your school online.

**Engaging with parents and students:** greater involvement from school stakeholders such as parents and students can be achieved by talking to them online, particularly using platforms they already visit regularly, such as Facebook

**Promoting the work of the governors:** by using digital channels to talk about the work governors are doing, more people will get to hear about and understand it

**Encouraging new people to become governors:** the visibility provided by participating online means that more people will be aware of the role and inspire them to get involved themselves

### The risks

As well as an incredible opportunity, digital participation is not without risk. Some of the risks include:

**A governor writes something inappropriate:** the ease of sharing thoughts and opinions online means it is easy to write something that could bring the school into disrepute.

**Confidential information is released to the public:** again, the fact that it is so easy to put information on the web means data security policy can be easily breached.

**An online discussion between some but not all members of a governing body undermines collective knowledge and responsibility:** there is a danger of a two-tier governing body resulting from online discussions that exclude those governors not online.

None of these risks are a reason for governors not to be active online. However, they are risks that need to be understood and managed robustly.

## **Guiding principles**

The guiding principles for online participation really are no different to communicating in any other medium. The seven principles of public life (the Nolan Principles) are a very good starting point:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

## **For e-communication, you also need to consider the following:**

- Governors must always be aware that what they say and write as an individual could reflect negatively on them as a governor, their fellow governors or their school.
- Always remember that participation online results in your comments being permanently available and open to being republished in other media. Stay within the legal framework and be aware that libel, defamation, copyright and data protection laws apply. This means that you should not disclose information, make commitments or engage in activities on behalf of the school unless you are authorised to do so.
- Be accurate, fair, thorough and transparent.
- Be cordial, honest and professional at all times.
- Wherever possible, align online participation with other (offline) communications.

## **The different sites**

The following covers the main sites for online interaction and how they are used.

### **Facebook**

Facebook is the world's largest social network and is continuing to grow. Users create profiles with personal information and connect to their friends online. They can also create and join groups around common interests and causes. Facebook is widely used by young and old, and it is very likely that the site is being used by parents to discuss their children's' school.

### **Twitter**

Twitter is a website where users create a much less detailed profile than in Facebook and publish short messages. These are published publicly, and users 'follow' on another to receive their updates. Twitter has a smaller user base than Facebook but this is growing.

### **Blogging**

A blog is a website where an individual or group of authors publish short articles. Blogs may be a good way to publicise the activity at a school, and as an informal method of finding out people's views.

### **LinkedIn**

LinkedIn is another social network, similar to Facebook, although its focus is very much on people's professional rather than personal lives.

### **YouTube**

YouTube is the most popular video website in the world. It allows users to upload short videos for other people to view.

## **Things to do**

**Start a discussion:** As a governing body, use this information as the basis for a discussion as part of a governing body meeting, in order to clarify common expectations and standards. Your headteacher may have strong views on this!

**Look at your school's policy on E Safety / Online Participation:** As a governor, you may wish to follow the same rules as apply to other members of the leadership team and school staff.

**Review your governing body's Code of Conduct:** Consider adding a section on online participation.

**Do some research:** spend some time searching the web for mentions of your school online. You might find that a local blogger has been writing about you, or perhaps parents have started a Facebook group.

**Consider creating your own social networking groups:** Firstly, if one doesn't already exist, a Facebook group for your school might be a great way to get governors, teachers and parents talking to one another regularly in an informal, constructive way. Secondly, why not create a group for just governors to use, to discuss issues in between formal meetings, share information and work together on reports and other documents?

**Register with Twitter:** Twitter provides a really quick way to get active online. There are also a number of school governors active on there who you can connect with.