



Lings Primary School

Governor Induction Policy

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Welcome - to your new Governor induction pack.

Congratulations on becoming a valued member of the largest voluntary organisation in the UK.

This handbook helps to explain the roles and responsibilities of being a Governor and how Governing Bodies carry out their duties.

Lings Primary School believes it is essential that all new Governors receive a comprehensive induction pack covering a broad range of issues that we believe will assist you and provide you with confidence in your new role.

New Governors will receive, from the School

- a copy of the School Profile
- a copy of the School Prospectus
- access to recent School Newsletters and calendar of School events via the School website
- a copy of the School Development Plan
- a copy of the School's latest OfSTED Report
- a full list of staff and the staffing structure
- a handbook of Financial Procedures and Scheme of Delegation
- copies of key policies including the School Visits Policy
- a copy of the last Annual Progress Review (APR)
- papers from the last full Governing Body meeting
- relevant papers from the Northampton Primary Academy Trust (NPAT)

We also recommend that you make an appointment with the Head Teacher or Chair of Governors to take a tour of the school prior to attending your first full Governing Body meeting if at all possible.

Schools are encouraged to allocate a mentor for new Governors from within the Governing Body. You will be allocated a mentor when you

attend your first full Governing Body meeting. Joining an existing well established team can be a daunting prospect even for the most self-confident. Many new Governors have confessed to being quite bemused during their first meetings and some feel unprepared for the barrage of papers with which they were greeted. Mentors can be a big help at this first meeting a certainly for the first year of Governorship!

New Governors come from varying backgrounds; some have knowledge of the school and of educational matters in general whilst others know less. In order to be effective, every Governor needs some basic knowledge about their School and needs to be able to set this against a wider understanding of education.

For both new and experienced Governors there are training courses run by the Local Authority (LA) and in-house within NPAT. All Governors are encouraged to take advantage of the training on offer. These courses are free of charge to Governors. A list of the training courses available can be found on Northampton County Council website under Education and Governors.

Why Have Governing Bodies?

To help schools provide the best possible education for their pupils by:

- thinking and working strategically to help raise standards
- monitoring and evaluating progress towards priorities and targets
- supporting the Head Teacher and staff as well as challenging their expectations
- accounting to all stakeholders for the School's performance and for the decisions they make

Why Become a School Governor?

There are many benefits to becoming a School Governor. As a School governor, you will have the opportunity to:

- develop new skills and to strengthen existing ones. Free training is offered to all Governors in Northamptonshire
- work with a wide range of people from a variety of social, cultural and religious backgrounds
- gain an idea of how schools are run and how the education system works
- enjoy the personal satisfaction and sense of achievement of working to improve the school
- enjoy using your skills to the good of the local community

The Composition of a Governing Body

According to the policy of the Department for Education, all schools are obliged to convert to academies: the difference is that schools are accountable to the DfE rather than to the Local Authority. Lings Primary has become an academy within the Northampton Primary Academy Trust, linking seven Schools: Lings Primary,

Weston Favell Primary School, Headlands Primary School, Ecton Brook (with Bellinge) Primary School, Abington Vale Primary School, Simon de Senlis Primary School and Rectory Farm Primary School. Each School within NPAT is autonomous, having its own Governing Body and charge of its own budget.

As an Academy, Lings Primary is not bound by an Instrument of Government, so Governing bodies now have considerable latitude in determining size and membership. There is usually between eight and 20 Governors on a school's Governing Body.

What School Governors Do

A school Governing Body has a strategic role in the development of the school but does not become involved in day-to-day management issues - that is the role of the Head Teacher.

You are there to:

- provide a strategic view - help to set and maintain the broad framework within which the Head Teacher and the staff should run the school
- act as a critical friend - provide the Head Teacher with support and offer advice and information but also to provide some challenge. The Governing Body is there to monitor and evaluate the school's effectiveness and Governors should therefore be prepared to ask challenging questions
- to ensure accountability - the Head Teacher and staff report to the Governing Body on the school's performance. In turn the Governing Body is accountable to all stakeholders on the school's overall performance

Who Are School Governors?

School Governors are in place to ensure schools are well run. They are volunteers who help to decide on the direction, focus and ethos

of the school. Governors represent school staff, parents, the local community and even the church organisation connected to the school. This means that school decisions are made by people with a wide range of experience and views.

Parent Governors - parents/carers elected by other parents/carers with children at the school or appointed by the Governing Body;

Staff Governors - the Head Teacher and staff members elected by teaching and support staff;

Community Governors - individuals chosen by Governors from the local community who represent community interests;

Foundation Governors - (not community schools) appointed by the schools founding body, church or other organisation to help preserve and develop the school's religious character;

Sponsor Governors - a discretionary category appointed by the Governing body from a business or an individual who has made significant contributions to the school;

Associate Members - a discretionary category appointed by the Governing Body from individuals who may be able to make specific contributions, but who is not a Governor and has no vote at full Governing Body meetings but may have limited voting rights at committee level.

The Seven Principles of Public Life

From the Second Report of the Committee on Standards in Public Life (The Nolan Committee).

Selflessness

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles

by leadership and example.

Governing Bodies do:

- set the overall budget for the school
- decide on the number of staff
- decide on the level of pay for teachers
- help to decide the priorities for the school when the School Development Plan is being prepared
- ensure a suitable curriculum is taught to all pupils, taking into account the National Curriculum
- set targets for pupil achievement
- publish national test and exam results
- compare the performance of their school to similar schools
- receive information about the quality of teaching in the School
- have a published strategy for dealing with parental complaints and concerns
- ensure health and safety issues are addressed
- set the times of School sessions
- consult the Head Teacher when making decisions
- ask challenging questions
- help develop School policies and procedures
- consider the repair and maintenance of School buildings
- consider the use of School premises outside school hours
- appoint committees of Governors to look at specific issues such as finance, staffing, curriculum and premises.

Governing Bodies do not:

- inspect the School
- report on the quality of teaching after visiting the School
- authorise all expenditure
- share concerns about staff capability

- decide on how pupils are taught different subjects
- have the right to exclude a pupil
- write the School's policies on their own
- rubberstamp recommendations from the Head Teacher
- automatically approve all apologies for absence for meetings sent by *Governors*
- need to be aware of the performance objectives which had been set for individual teachers
- write the OfSTED action plan

The Head Teacher is responsible for:

- 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 they needed to help the School raise its standards
- reporting on progress at least once every School year

What Makes an Effective School Governor?

- you care about improving children's educational attainment
- you want to work as part of a team and can value and respect the contribution made by different people
- you are willing to listen, learn and to ask questions
- you are open to ideas and have a feel for what is important to people
- you are enthusiastic
- you can commit time and energy
- you will attend relevant training

What an Effective Governor Needs to be Familiar With

- the recent history of the School
- the type of School and the nature of the pupil intake
- the number of pupils on roll and projected future numbers
- how the School is staffed, organised and managed
- the status of the School budget
- the contents of the School Improvement Plan
- the curriculum provided at the School
- the range of extra curricular activities on offer and the nature of any extended services
- the School policies
- how the School communicates with parents
- other schools and the community
- the layout of the buildings, grounds, their suitability and state of repair

How Much Time Do Governors Give?

A Governor's term of office is usually for four years, but as a volunteer you can resign at any time. Previous Governors can normally apply to be reappointed or re-elected if they wish to return and are still eligible.

Your main task is to attend meetings of the School Governing Body. Meetings of the full Governing Body normally take place once or twice each term and each committee normally meets once a term, but may meet more frequently. You should clarify with your governing body the time commitment required. Governors also visit School as part of their role in monitoring and evaluation to observe practice, meet with staff and to familiarise themselves with the School. Governors are usually welcome, by invitation, to attend School performances, events and some staff training.

Am I Entitled to Any Time Off Work to Undertake My Duties as a Governor?

Under employment law, employers must give employees who are School Governors "reasonable time off" to carry out their duties. The employee and employer have to agree on what is "reasonable time off". Issues to be considered when arranging time off with your employer include:

- how much time is needed to carry out your Governor duties
- whether the employee also has time off work for other activities
- the circumstances of the employer's business and the impact the employee's absence may have on it

Employers do not have to give time off with pay. The Department of Trade and Industry has an online guide relating to time off to undertake public duties (www.dti.gov.ph).

Help with Expenses

Lings Primary has a Governor Allowances or Expenses policy. Allowances/expenses may include childcare expenses, support for Governors whose first language is not English, telephone bills, photocopying, postage, travel and stationery.

What Training and Support Will I Receive as a Governor?

Your Governing Body encourages all Governors to enrol on courses relevant to governing body activity. All new Governors are strongly recommended to attend at least the induction course.

Governors attending training courses are given an opportunity to report on the course at each governing body meeting.

Support includes:

- a *Guide to the Law for School Governors* (available from your school) and at www.governornet.co.uk
- the Local Authority training programme for Governors including training on Ofsted preparation, finance, staffing matters and monitoring and evaluation
- It is strongly recommended that all new Governors attend the three sessions of the National Training Programme for New Governors as this gives an excellent introduction to your new role
- information and support from colleagues in school
- [governornet \(www.governornet.co.uk\)](http://www.governornet.co.uk). An excellent website, with discussion facilities and up to date information on all aspects of governance

Who Can Become a School Governor?

Anyone can apply to be a School Governor, however:

- A governor must be aged 18 or over at the time of their election or appointment.
- A person cannot hold more than one governorship at the same school.

A person is disqualified from holding or from continuing to hold office as a Governor or Associate Member if they:

- are at any time during their period of office detained under the Mental Health Act 1983
- have failed to attend the Governing Body meetings for a continuous period of six months, beginning with the date of the first meeting they failed to attend, without the consent of the Governing Body (not applicable to ex officio Governors)
- are bankrupt
- are subject to a disqualification order or disqualification

- undertaking under the Company Directors Act 1986, a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989, a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or an order made under section 492(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
- have been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners or High Court on grounds of any misconduct or mismanagement, or under Section 7 of the Law Reform (Miscellaneous Provisions) (Scotland) Act 1990 from being concerned in the management or control of any body
 - are included in the list of teachers or workers prohibited or restricted from working with children or young people
 - are disqualified from working with children
 - are disqualified from being an independent school proprietor, teacher or employee by the Secretary of State for Education and Skills
 - have received a sentence of imprisonment (whether suspended or not) for a period of not less than three months (without the option of a fine) in the five years before becoming a Governor or since becoming a Governor
 - have received a prison sentence of 2.5 years or more in the 20 years before becoming a Governor
 - have at any time received a prison sentence of five years or more
 - have been fined for causing a nuisance or disturbance on School premises during the five years prior to or since appointment or election as a Governor
 - refuse an application being made to the Criminal Records Bureau for a criminal records certificate.

Disclosure and Barring Service (DBS) Check Formerly Criminal Records Bureau (CRB) Check

This is primarily available to anyone involved in working with children or vulnerable adults. A DBS disclosure shows current and spent convictions, cautions, reprimands and warnings held on the Police National Computer. If the post involves working with children or vulnerable adults, the following may also be searched:

- Protection of Children Act (POCA)
- List Protection of Vulnerable Adults (POVA)
- List Information that is held under Section 142 of the Education Act 2002 (formerly known as List 99)

As you are going to work as a volunteer for an organisation where your work will bring you into contact with children, you will be asked to apply for a DBS check.

No payment is required for your Disclosure Clearance. A DBS check can be arranged by our administrators.

Along with your application form you are required to provide evidence to confirm your identity. Original copies of the evidence must be witnessed.

A Governor who refuses to undertake a DBS disclosure is disqualified from holding office

Governing Body Meetings

Frequency, notice & duration of meetings

Clarify with your School how much time you will be expected to give, for example how frequent the Governors meetings are.

You will usually be given a terms notice of the next full Governing Body meeting date. You should receive your papers seven days

before the meeting. The papers set out details of the date, time and place.

Governing Bodies must hold at least three Governing Body meetings per year. In practice they may need to meet more often. In addition, committees or working groups of Governors also have to meet as necessary. At certain times of the school year Governors have particular business to settle, for example the budget or production of the School Profile. These occasions are predictable, and so should be built into a planned schedule of meetings, which are set out at the start of the year.

Agenda

The agenda, which will be contained with your notification for the meeting, will list all the items that are to be discussed at the meeting. Consider the agenda carefully before the meeting and make notes where there are items of particular interest or importance to you or where you want to ask a question.

You have the right to request that an item be placed on the agenda by contacting the Chair or Clerk a few weeks before the meeting.

If "Any Other Business" features on your agenda and you wish to raise an issue under this item you must discuss this with the Chair prior to the start of the meeting so the Chair can evaluate whether the meeting is an appropriate forum for the issue and can allow sufficient time for discussion.

Quorum

If a meeting of the Governing Body cannot be held for a lack of a quorum (50% of current membership) or has to be terminated on that account before all agenda items have been completed, the Clerk must convene a further meeting as soon as reasonably practicable.

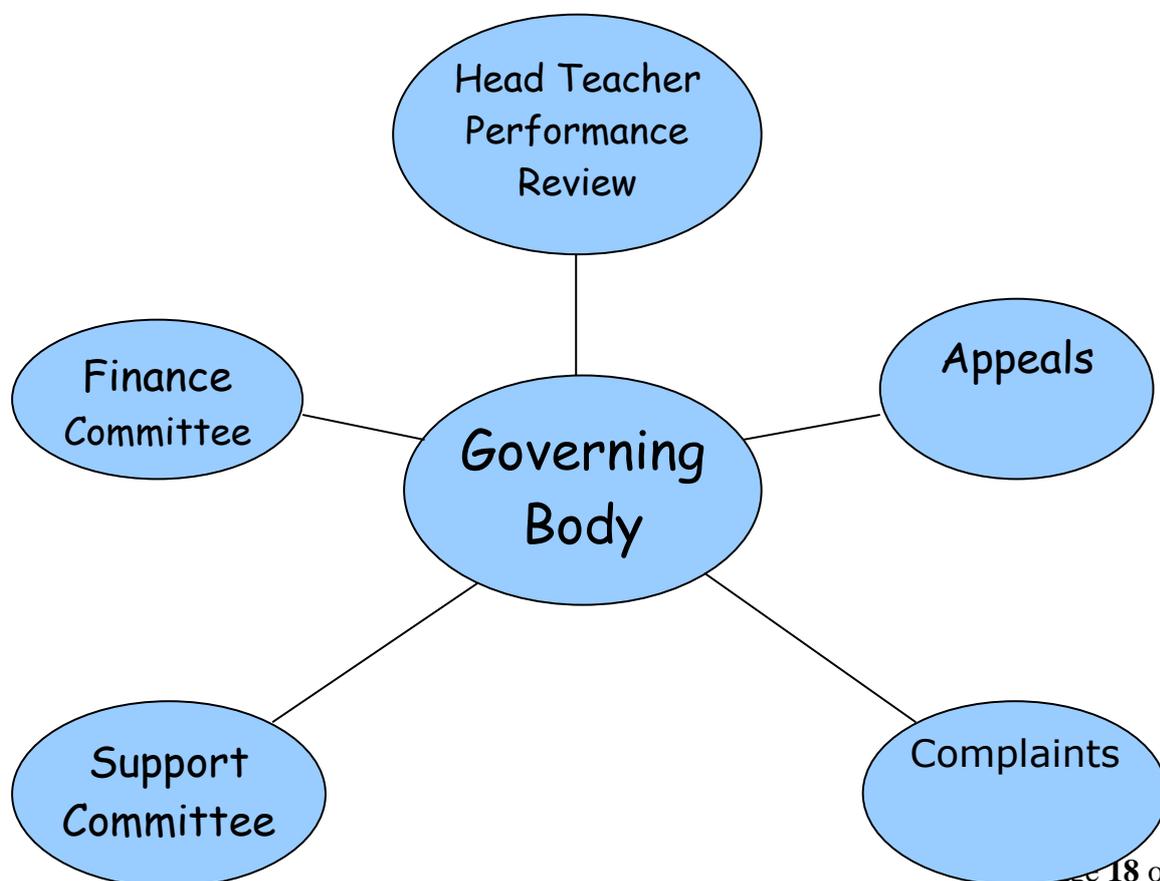
If the Governing Body decide to terminate the meeting before all agenda items have been completed, it must first fix the date and time for a further meeting at which the outstanding items will be considered and must direct the clerk to convene that meeting accordingly.

Governors need to consider the time and date of their meetings and their committees. They should take account of the personal commitments of individual Governors. It is important that the timing should not always rule out a particular Governors' attendance nor should be determined to suit the Head Teacher rather than the other Governors.

Minutes

The Clerk takes minutes of the meeting which are a record of what happens at that meeting. All Governors receive a draft version of the minutes from the Clerk and are given the opportunity to suggest amendments and raise matters arising at the next meeting. Once approved by the full Governing Body, the minutes are a public record.

General School Governing Body Structure



Financial Matters

Register of Pecuniary Interests

Governors and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and the interests of the school. One important means by which a school may demonstrate it is applying these principles is by maintaining a Register of Pecuniary Interests. Such a register must be maintained for Governors and Head Teachers and must be freely available for inspection and reviewed annually or as and when an interest arises.

Responsibilities - Setting the Annual Budget

Your Governing Body is responsible for setting your school's annual budget. Most schools have a Finance Committee which reports to the full Governing Body. After Governors and the Schools Management Team have completed the strategic planning for the next year, it is usual practice for the Finance Committee to cost the plan and any options proposed. The Finance Committee will then report back to the full Governing Body with a detailed budget for consideration and approval.

Finance Committee

The Finance Committee is non-statutory and, as such, the Governors are able to determine their individual requirements and to delegate the financial responsibilities if desired.

Where a Finance Committee has been set up, the Governing Body will define terms of reference for the Committee and the extent of its delegated authority. The Finance Committee minutes should be reported to the Governing Body.

Committees created by the Governing Body can include members who are not Governors. This may enable some schools with limited financial expertise on the Governing Body to invite suitably qualified individuals to serve on committees.

The requirement for meetings may vary between schools and throughout the year due to financial matters requiring the Committee's attention, such as capital projects or the setting of the annual budget. In any event the Finance Committee should meet at least termly. The Finance Committee gives your Governing Body an on-going involvement in financial issues. It should arrange to meet frequently enough to discharge its responsibilities. All decisions made must be reported to the next meeting of the main Governing Body, usually via sufficiently detailed minutes.

Membership will be determined by your Governing Body, but should include your Head Teacher and people with financial expertise. If you do not have Governors with appropriate financial expertise, your Governing Body may appoint non-Governors to your Finance Committee.

Financial Management

As part of the requirements of the standard the school must assess how well equipped their finance committee are to deal with the schools financial business.

Your Finance Committee has, at the very least, the following tasks to perform:

- preparation of draft budget
- appraising different expenditure options
- assessing expenditure bids
- forecasting rolls and expected income levels
- monitoring and adjusting in-year expenditure
- ensuring accounts are properly finalised at year end/reviewing outturn
- evaluating the effectiveness of financial decisions
- the administration of voluntary fund

Budget Monitoring

The Governing Body is an incorporated body. It is desirable for the Governing Body to ensure that it meets its statutory responsibilities in respect of the financial management of the School.

A Governing Body that has good financial management competencies will fulfil its financial roles and responsibilities by:

- Being a more effective "Critical Friend" to the Senior Management Team, especially the Head Teacher and the Bursar provide a clearer strategic lead on Financial Management issues.
- Ensuring the School is properly accountable for the financial aspects of its performance.

As a result, the School is more likely to:

- deploy resources in line with its priorities
- achieve planned levels of financial performance
- be successful when bidding for additional funding
- receive favourable assessment from internal audit and OfSTED
- ensure value for money

The Productive Governing Body

- works together as a group and makes decisions collectively as a team delegates
- takes reasoned decisions and follows them through
- holds meetings that are focused, a manageable length and achieves their aims
- supports the pupils, parents, staff and Head Teacher
- works closely with the Head Teacher

Be Prepared for a Meeting

- read the papers before the meeting
- know who all the *Governors* are (*Governors* could be asked to wear name labels to help you)
- make sure you have all the necessary papers
- prepare your thoughts and questions before the meeting
- bring with you a pen, your diary and your annotated papers

Attendance

Any *Governor* who, without permission, is absent from meetings of the full *Governing Body* for a continuous period of six months will cease to be a *Governor*. If you need to offer apologies for a meeting this should be done through the *Chair* or the *Clerk* in advance of the meeting with the reason for your absence noted.

Confidentiality

Governing Body meetings are not open to the public. Visitors may attend by invitation but may be asked to leave if a confidential item is discussed.

Governors observe confidentiality regarding proceedings of the *Governing Body* in meetings and from their visits to *School* as *Governors*. How an individual *Governor* votes should always be regarded as confidential.

The minutes of any part of the meeting that are confidential should be kept separate. In the main confidential items will be those where the privacy of an individual needs to be respected. *Governors* should exercise the greatest prudence if a discussion of a potentially contentious issue affecting the *School* arises outside the governing body.

The intention of the law is that Governors should be accountable and business should be transparent with any confidential items being kept to a minimum. Any old documents Governors wish to dispose of should be shredded, given the sensitive nature of some of the information.

The Role of the Chair

The tasks of an effective Chair as listed by OfSTED.

Effective Chairs:

- give a clear lead in organising the governing bodies work, delegate and ensure other Governors are fully involved
- manage meetings effectively
- keep other Governors fully informed
- hold regular meetings with the Head Teacher
- co-operate with other agencies to support School improvement

The Chair has a pivotal role to play in helping the Governing Body work as a team. The Chair must have a clear view of the Governing Body and understand the shared visions for the School and know how that vision is to be achieved.

A Guide to the Law for School Governors

This is a quick reference guide to the law for Governors.

Remember in the Guide to the Law:

- "Must" means law
- "Should" means strongly recommended
- "May" means the Governing Body's choice

Many responsibilities, where the Governing Body has the legal

responsibility, are carried out by the Head Teacher and staff. The Governing Body needs to ensure they are happening; not necessarily perform them themselves.

Delegating some decision-making to the Head Teacher is very common and good practice. The Governing Body must agree what decisions will be delegated annually.

The Head Teacher has day-to-day responsibility for staff management and the running of the school. The Chair can take decisions in an absolute emergency but must report back to the Governing Body when this happens.

Top Tips for Governors in the First 12 Months

By Judy Burgess (Educational Consultant for Governance)

- don't bring up issues about your own children at Governing Body level
- consider the best interests of the School
- remember you are equal to all Governors
- remember decision-making is corporate, bring your view, but abide by the corporate decision
- you have no power, responsibility or liability as an individual
- get to know your school, speak to the Head Teacher, the Chair and the Clerk
- ask for a Mentor Governor as a first point of contact
- your volunteer status means getting summaries - don't allow governance to become a full-time job
- remember the Governing Body steers, the Head Teacher manages the rowing and the vessel
- if you are a member of a committee be familiar with its terms of reference
- find out about confidentiality
- don't be part of decision-making where a personal interest or occupation allows you to become biased - declare the interest and withdraw
- if you don't feel you have enough information to make a decision then say so - remember you can abstain
- prepare well for all meetings
- attend training where possible, ask about options including distance learning or online training

Dealing with Parental Complaints

Handling complaints is not easy. Quite often it is a Governor who parents turn to, in the first instance, when they have a particular concern about their child or a complaint about a member of staff in the school.

It is important to remember the following:

- be familiar with your School's complaints policy
- don't agree to solve the problem
- if parents approach you with clearly personal worries, then direct them through the proper channel - which is usually the Head Teacher
- if you receive a lot of complaints or comments on one particular issue, discuss this with the Chair and Head Teacher first
- the Governing Body meeting is not the place to bring up petty grumbles - you need to exercise good judgement
- never bypass the Head Teacher in any action you feel should be taken in response to a complaint
- remain impartial, do not offer an opinion
- a serious concern may be dealt with by the Complaints Committee if the Head Teacher cannot resolve the difficulty
- remember to pass on the nice things people say too

Visiting the School

All Governors should visit the School during the working day and you should arrange an early introductory session with the Head Teacher. There are two main reasons why Governors make visits to the School.

Firstly a new Governor may visit to familiarise themselves with the School. A more experienced Governor may visit to acquaint themselves with changes to the School or re familiarise themselves

if they have not visited for a while.

The second main reason is a focused visit which is part of the Governors "monitoring" role.

The Governor's role is that of a "critical friend" not an inspector and a visit should be used to learn about the School but not to make judgments about the professional expertise of teachers.

What do we mean by "monitoring"?

Governors need to see that the National Curriculum is being delivered and that the pupils are receiving the best possible education. The Governors' role is to concentrate on an "overview" of the development of the School, and not to get too tied up with the detail which is the business of the staff in their day-to-day teaching.

How do Governors do this?

Governors select an area to monitor for a period of time - usually related to a priority on the School Development Plan and follow the protocol set out for Governor Visits to School.

What should a Governor expect from a visit?

Visits allow the Governor to become familiar with the school at work, and to get to know the children (not individually but in a class situation). It allows the Governor to observe teaching taking place, so when the Governors receive reports, and discussions take place, the Governor sees things in the context of the school.

Visits should be viewed by the Governor as adding to their personal bank of knowledge, which at some time may be brought forward to contribute to a discussion or evaluation at a meeting of a committee or of the full Governing Body.

Before the visit

- clarify a focus for the visit. This may be suggested by the Governing Body
- agree an appropriate time to visit with the members of staff involved and the Head Teacher

During the visit

- try to relax and enjoy yourself
- observe discreetly
- do not intervene, only get involved in activities when invited
- do not monopolise the teacher's time
- show an interest and ask questions but never comment on the teacher's conduct or on individual pupils
- do not allow yourself to become an instrument to advance a particular issue
- do not express your own opinions when pressed on controversial issues

After the visit

- discuss your observations with the relevant member of staff as soon as possible
- make notes when the visit is still fresh in your mind
- never include comments about individual children
- remember monitoring staff performance is the role of the Head Teacher and not the Governor
- prepare a draft report of your observations and share this with the member of staff and Head Teacher
- prepare a short final written report to be circulated to the governing body before the next meeting (your Governing Body may already have a standard proforma/report template for completion following a visit)

Code of Conduct

Introduction

The following is not a definitive statement of responsibilities but is concerned with the common understanding of broad principles by which the Governing Body and individual Governors will operate.

The Governing Body accepts the following principles and procedures.

General

1. We have responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the School operates.
2. We recognise that our Head Teacher is responsible for the implementation of policy, management of the School and the implementation and operation of the curriculum.
3. We accept that all Governors have equal status, and although appointed by different groups (i.e. parents, community, staff) our overriding concern will be the welfare of the School as a whole.
4. We have no legal authority to act individually, except when the Governing Body has given us delegated authority to do so.
5. We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all the legal expectations as, or on behalf of, the employer.
6. We treat each other and all the School community with courtesy and respect and will demonstrate honesty and discretion in matters relating to the Governing Body.

7. We will encourage transparent government and shall be seen to be doing so.

8. We will consider carefully how our decision may affect other schools.

Commitment

9. We acknowledge that accepting office as a Governor involves the commitment of significant amounts of time and energy.

10. We will each involve ourselves actively in the work of the Governing Body, attend meetings regularly and accept our fair share of responsibilities, including service on committees or working groups.

11. We will get to know the School well and respond to opportunities to involve ourselves in School activities.

12. We will strive to improve our effectiveness as Governors through training and other developmental activities.

Relationships

13. We will strive to work as a team.

14. We will seek to develop effective working relationships with our Head Teacher, staff, parents, the LEA, other relevant agencies and the community.

Confidentiality

15. We will observe confidentiality regarding proceedings of the Governing Body in meetings and from our visits to School as Governors.

16. We will observe complete confidentiality when required or asked to do so by the *Governing Body*, especially regarding matters concerning individual staff or students.
17. We will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the School arises outside the *Governing Body*.

Conduct

18. We will encourage the open expression of views at meetings, but accept collective responsibility for all decisions made by the *Governing Body* or its delegated agents. This means we will not speak out against decisions, in public or private, outside the *Governing Body*.
19. We will only speak or act on behalf of the *Governing Body* when we have been specifically authorised to do so.
20. In making or responding to criticism or complaints affecting the School we will follow the procedures established by the *Governing Body*.
21. Our visits to School will be undertaken within the framework established by the *Governing Body*, in agreement with the Head Teacher and staff.
22. In discharging our duties we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our School.

Suspension

23. If the need arises to use the sanction of suspending a Governor, we will do so by following the Procedures Regulations so as to ensure a fair and objective process.

Removal

24. We recognise that removing a Governor from office is a last resort, and that it is the appointing bodies which have the power to remove those they appoint.
25. If the need arises to use the sanction of removing a Governor, we will do so by following the Constitution Regulations so as to ensure a fair and objective process.

The Governing Body Annual Planner

Given the responsibilities of Governing Bodies it is important that the Governing Body plans its actions in advance to ensure statutory tasks are not overlooked and are completed in good time.

Included is a suggested plan for Governing Body activities for an academic year. Each term is broken down into suggested core agenda items for full Governing Body and committee meetings. Governing Bodies can remove and add items, as they deem necessary. The full Governing Body can still consider items delegated to a committee.

A model agenda for the full Governors' meeting is generally drafted by the Chair and Head Teacher.

Autumn Term

Autumn Term Full Governing Body

- Apologies
- Election of Chair
- Election of Vice Chair
- Review Committee Terms of Reference &
- Membership & Appointment of Clerk
- Review Governor Monitoring Links
- Minutes and Matters Arising
- Committee Reports
- Governor Monitoring Reports
- Head Teacher's Report
- Agree Staffing Structure
- Annual Register of Business Interests
- Agree Pupil Performance Targets (can be delegated)
- Receive Results (unless completed in the summer term)
- School Development Plan

- Annual Planner for Governors (focus of monitoring visits and annual plan of visits and focus for the year for Governors, optional, but recommended.
- Policy Review
- Dates and Times of Future Meetings
- Governor Training
- Staff Development /School Closure Dates
- LA Reports
- Any Other Business

Autumn Term Committee Meetings

- Review Performance Management Policy
- Feedback on Performance Management for the Head Teacher
- Annual Pay Review - Review salaries for Head and Deputy Head Teacher

Finance and General Purpose Committee

- Review Pay Policy
- Review individual school range

Premises and Health & Safety Committee

- Receive health and safety report

Curriculum and Pupils' Committee

- Agree policy review cycle
- Review policies in accordance with agreed cycle (including School Charging Policy)
- Consider proposed targets or agree if so delegated

Spring Term

Spring Term Full Governing Body

- Apologies
- Committee Reports
- Annual Progress Report (APR)
- Minutes and Matters Arising
- Governor Monitoring Reports
- Head Teacher's Report
- School Improvement Plan
- Progress Towards Targets Approve Budget and Service Level Agreements
- Preparation of the School Prospectus and School Profile
- Policy Review
- Dates and Times of Future Meetings
- Governor Training
- Staff Development/School Closure Dates
- LA Business
- Any Other Business

Spring Term Committee Meetings

Staffing Committee

- Annual pay review
- Appraisal arrangements for staff
- Review staff and Governor development against School Improvement Plan

Finance and General Purposes Committee

- Review pupil number forecast
- Prepare indicative/final budget
- Consider SLAs

Premises and Health & Safety Committee

- Organise annual health and safety visit
- Receive health and safety report

Curriculum and Pupils' Committee

- Review home/school contract & Parent handbook (or in summer)
- Review School Prospectus
- Receive School Improvement Plan
- Review policies in accordance with agreed cycle

Summer Term

Summer Term Full Governing Body

- Apologies
- Minutes and Matters Arising
- Committee Reports
- Governor Monitoring Reports
- Head Teacher's Report
- Approve Budget and Service Level Agreements (unless done in Spring Term)
- GB Self Review and Action Plan
- School Improvement Plan
- Review SATs and other results
- Policy Review and Approval of Prospectus
- Dates and Times of Future Meetings
- Governor Training
- Staff Development/School Closure Dates
- Any Other Business

Summer Term Committee Meetings

- Review staff performance management arrangements

Finance and General Purposes Committee

- Review delegated spending limits
- Complete asset management plan
- Consider outturn
- Approve disposal of obsolete resources

Premises and Health and Safety Committee

- Receive health and safety report

Curriculum and Pupils' Committee

- Review policies in accordance with agreed cycle
- Review home school agreement and parent handbook (unless completed in the spring term)
- Draft the School Profile

Useful Terms and Abbreviations

A	
AAN	Approved Admission Number
ACE	Advisory Centre for Education
ACS	Average Class Size
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AEO	Area Education Officer
AfL	Assessment for Learning
APP	Assessing Pupils Progress
ASR	Annual School Review
AT	Attainment Target
ATL	Association of Teachers and Lecturers
AWPU	Age-Weighted Pupil Unit

B	
BEd	Bachelor of Education
BSF	Building Schools for the Future
BSP	Behaviour Support Plans
BTEC	Business and Technology Education Council
BV	Best Value

C	
CAF	Common Assessment Framework
CAMH	Child and Adult Mental Health
CASE	Campaign for State Education
CDC	Child Development Centre
CFR	Consistent Financial Reporting
COSHH	Control of Substances Hazardous to Health
CPD	Continuing Professional Development
CR	Criminal Records Bureau

CRE	Commission for Racial Equality
CYPP	Children and Young People's Plan

D	
DCSF	Department for Children, Schools and Families
DDA	Disability Discrimination Act (1995)
DfE	Department for Education
DRC	Disability Rights Commission

E	
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
ECM	Every Child Matters
ECYPPC	Education of Children and Young People in Public
EEC	Early Excellence Centres
EHE	Elective Home Education
EP	Educational Psychologist
EWO	Education Welfare Officer
EYDCP	Early Years Development and Childcare Partnership
EYDP	Early Years Development Plan

F	
FE	Further Education
FoI	Freedom of Information
FMSiS	Financial Management Standard in Schools
FSM	Free School Meals
FSW	Family Support Worker
FTE	Full Time Equivalent

G	
GB	Governing Body
GCSE	General Certificate of Secondary Education

GNVQ	General National Vocational Qualification
GRE	Grant Related Expenditure
GTC	General Teaching Council

H	
H&S	Health and Safety
HAD	Hyperactivity Disorder
HE	Higher Education
HMI	Her Majesty's Inspectorate
H-SA	Home-School Agreement
HT	Head Teacher

I	
IAP	Individual Action Plan
ICT	Information and Communications Technology
IEB	Interim Education Board
IEP	Individual Education Plan
IiP	Investors in People
INSET	In-Service Education and Training
ISB	Individual Schools Budget
ISCG	Institute of School and College governors
ISR	Individual School Range
ISP	Intensive Support Programme
ITT	Initial Teacher Training

J	
JNC	Joint Negotiating Committee or Joint National Committee

K	
KS	Key Stage

L	
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LA	Local Authority
LAC	Looked After Children
LDD	Learning Difficulties and Disabilities
LMS	Local Management of Schools
LPSH	Leadership Programme for Serving Heads
LSA	Learning Support Assistant
LSC	Learning and Skills Council
LSCB	Local Safeguarding Children Board

M	
M&E	Monitoring and Evaluation
MASS	Minority Achievement Support Service
MLD	Moderate Learning Difficulties

N	
NAHT	National Association of Head Teachers
NASEN	National Association of Special Educational Needs
NAS/UWT	National Association of School Masters/ Union of Women Teachers
NC	National Curriculum
NCSL	National College for School Leadership
NEET	Not in Education, Employment or Training
NERS	National Exclusions Reporting System
NETT	National Education and Training Targets
NFER	National Foundation for Educational Research
NGA	National Governors Association
NOR	Number on Roll
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
NTA	Non-Teaching Assistant
NUT	National Union of Teachers
NVQ	National Vocational Qualifications

O	
ODPM	Office of the Deputy Prime Minister
OfSTED	Office for Standards in Education

P	
P&AST	Psychology and Advisory Support Team
PANDA	Performance and Assessment (Report)
PAT	Professional Association of Teachers
PEP	Personal Education Plan
PFI	Private Finance Initiative
PGCE	Postgraduate Certificate in Education
PI	Performance Indicators
PLASC	Pupil Level Annual School Census
PMLD	Profound and Multiple Learning Difficulties
POS	Programme of Study
PPA	Planning, Preparation and Assessment time
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PSHE	Personal, Social and Health Education
PSP	Pastoral Support Programme PTA
PTR	Pupil Teacher Ratio

Q	
QCA	Qualifications and Curriculum Authority
QT	Qualified Teacher
QTS	Qualified Teacher Status

R	
RAISEonline	Reporting and Analysis for Improvement through School Self-Evaluation
RE	Religious Education
RI or RGI	Registered Inspector

ROA Record of Achievement	Record of Achievement
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S	
SACRe	Standing Advisory Council on Religious Education
SATs	Standard Assessment Tasks (or Tests)
SDP	School Development Plan
SEAL	Social and Emotional Aspects of Learning
SEBSS	Social, Emotional and Behavioural Support Service
SEF	Self-Evaluation Form
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SENDA	Special Educational Needs and Disability Act 2001
SENDIST	Special Educational Needs and Disability Tribunal
SI	School Improvement
SIA	School Improvement Advisor
SIP	School Improvement Partner
SIP	School Improvement Plan
SLA	Service Level Agreement
SLD	Severe Learning Difficulties
SMT	Senior Management Team
SpLD	Specific Learning Difficulty
STA	Specialist Teaching Assistant

T	
TA	Teaching Assistant
TDA	Training and Development Agency for schools
TES	Traveller Education Service
TLG	Training Link Governor
TLR	Teaching and Learning Responsibility

U	
UA	Unitary Authority

UCAS	University and College Admissions Services
UPN	Unique Pupil Number
URN	Unique Reference Number

V	
VA	Voluntary Aided
VC	Voluntary Controlled
VfM	Value for Money

Y	
YOT	Youth Offending Team
YS	Youth Service

Confirmatory Signatures

Signed.....Head Teacher

Signed.....Governor

Approved on.....

To be reviewed on.....