



# **Berlesduna Academy Trust**

## **Local Governing Body**

### **Handbook**

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## Vision and Values

### **Vision Statement**

The vision of the Berlesduna Academy Trust is to create and foster a culture of high aspiration, enjoyment for learning, academic success, and lifelong skills amongst all pupils, regardless of their social, economic, or cultural background.

### **Aims and Values**

The aim is to become a strong local partnership of schools. Whilst we aim to build a strong and cohesive identity, we recognise that each school within the Trust has its own unique characteristics. Collaboration and joint working ensure that all schools within the Trust can share in, and benefit from, each other's strengths. The aim as an Academy Trust is to work together to:

- make a positive difference to the lives of the pupils
- have an unflinching commitment to closing the gap between high and low performers within the schools
- transform the learning conditions of others so that growth, commitment, engagement, and constant spawning of leadership in others is being fostered.

## Purpose of Governance

The DfE Governance Handbook makes it clear what is expected of those involved in governance. It states:

**“The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance”.**

All Boards, no matter what type of school or how many schools they govern have three core functions:

1. **Ensuring clarity of vision, ethos, and strategic direction**
2. **Holding executive leaders to account for the educational performance of the organisation and its pupils, and for the performance management of staff**
3. **Overseeing the financial performance of the organisation and making sure its money is well spent**

This Scheme of Delegation clarifies how these core functions are met across the Berlesduna Academy Trust.

## DfE Guidance on Governance

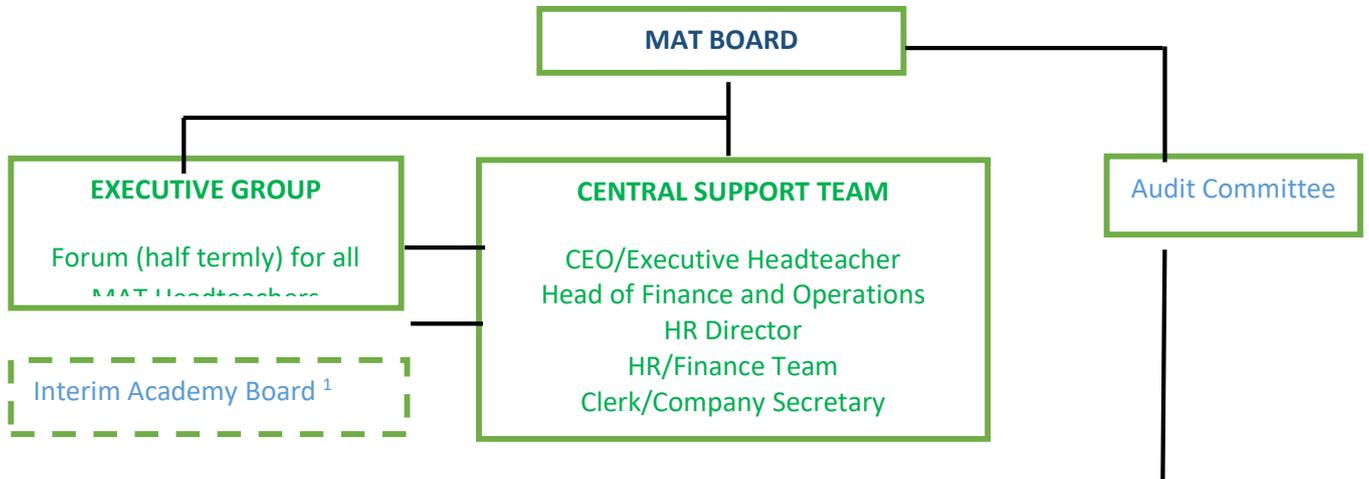
The Department for Education (DfE) publish two key documents to help governors understand what is expected of them. They are The Governance Handbook and the Governance Competency Framework. These can be referenced here: <https://www.gov.uk/government/publications/governance-handbook>



### Six Competency Areas:

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

## Structure of the Berlesduna Academy Trust



LOCAL GOVERNING BODY Merrylands Primary	LOCAL GOVERNING BODY The Willows Primary	LOCAL GOVERNING BODY School A	LOCAL GOVERNING BODY School B
LOCAL GOVERNING BODY Felmore Primary	LOCAL GOVERNING BODY Cherry Tree Primary	LOCAL GOVERNING BODY School C	LOCAL GOVERNING BODY School D
LOCAL GOVERNING BODY Fairhouse Primary	LOCAL GOVERNING BODY Whitmore Primary	LOCAL GOVERNING BODY School E	LOCAL GOVERNING BODY School F
LOCAL GOVERNING BODY Crays Hill Primary	Interim Education Board St Marys Primary	LOCAL GOVERNING BODY School G	LOCAL GOVERNING BODY School H

Task & Finish Groups

Working Parties

Link Governor Meetings

<sup>1</sup> Structures established for schools requiring governance outside LGB structure (responsible directly to MAT Board)

As per our Trust MAT Articles of Association and Scheme of Delegation, each school within Berlesduna Multi Academy Trust has its own Local Governing Body (LGB).

Local Governing Bodies have powers and responsibility delegated to them by the Trust Board and from the Chief Executive Officer, so that those people closest to a school have the prerogative to govern effectively.

Below is a description of each element in the structure.

## **MAT Members**

Members have a similar role to the shareholders in a company limited by shares. Most notably they:

- are signatories to the articles of association which includes definition of the trusts' charitable object and governance structure (where they are Founding Members)
- may, by special resolution, amend the articles of association, subject to any restrictions created by the trust's funding agreement or charity law; 27 Companies Act 2006, s168 49
- may, by special resolution (which requires 75% rather than a simple majority of Members to agree) appoint new Members or remove existing Members other than, where there is one, the foundation/ sponsor body and any Members it has appointed
- have powers to appoint Trustees as set out in the trust's articles of association, and have power under the Companies Act to remove any or all serving Trustees
- may, by special resolution, issue direction to the Trustees to take a specific action
- appoint the trust's auditors and receive the trust's annual audited accounts (subject to the Companies Act); and
- have power to change the name of the charitable company and ultimately, wind up the academy trust.

A list of current members can be accessed on the trust website here:

<https://www.berlesduna.co.uk/Governance.php>

## **MAT Trust Board**

The board of Trustees manage the business of the academy trust and may exercise all the powers of the academy trust. The board should focus strongly on the three core functions of governance as explained in the section 'Purpose of Governance'. The Trustees must apply the highest standards of governance and take full ownership of their duties. They must ensure compliance with the trust's charitable objects and with company and charity law, and with their funding agreement.

A list of trustees can be accessed on the trust website here:

<https://www.berlesduna.co.uk/DirectorsBoard.php>

The Trust board currently has one committee. This is described below.

## **Audit and Risk Committee**

The Audit and Risk Committee is a legally required committee. The key objectives of this committee are to:

- direct the trust's programme of internal scrutiny
- ensure that risks are being addressed appropriately through internal scrutiny
- report to the board on the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks.

## **Executive Group and Central Support team**

Details of the trust executive team can be found on the trust website here:

<https://www.berlesduna.co.uk/ExecLeadTeam.php>

Currently the central support team consists of:

- HR Director - Edwin Parsons
- HR Manager - Catherine Davis
- Head of Finance and Operations – Lisa Alderson
- Trust Clerk – Julie Lapslie

## Local Governing Board (LGB)

The LGB is a committee of Governors. It is possible for a trustee to also be a member of an LGB, but this is not a requirement. It is possible for there to be no trustees on an LGB. The LGB will be constituted as outlined by each school within the Trust.

The board of trustees retains overall responsibility for the operation of the academies and can determine the level of delegation and the subsequent level of autonomy.

The act of delegation is not a shedding of responsibility but a delegation of a power or function.

The funding agreement requires that the LGB consists of at least two individuals elected by the parent body. There will also be elected staff representation and representation from the community. The Scheme of Delegation clarifies the duties of the Local Governing Body

### **Constitution:**

- 2 parent governors
- 1 staff governor
- 3 co-opted governors
- 1 headteacher

(Please note that this is a recommendation for LGB membership, it is recognised that some schools had a larger LGB membership when joining the Trust. In these cases Governors are invited to continue until the end of their term of office).

Regular communication between the Trust board and LGBs is facilitated by many of local chairs also being trustees and attending Trust Board meetings. As the Trust grows the approach to communication will be reviewed.

Trust wide training is provided for governors and this handbook helps local governors understand what is expected of them.

## Local Governance at Berlesduna Academy Trust

As a member of the local governing board you will be responsible for working as a member of the local team to support and challenge your school and delivering on the responsibilities that are delegated to the local board by the Trust board via the Scheme of Delegation.

### The role of each governor

#### **References:**

***Governor Code of Conduct (appendix 8)***

***Nolan Principles (appendix 9)***

***New governor induction (appendix 7)***

The role of the LGB member within Berlesduna Academy Trust is a valuable one in providing local governance as well as offering assistance to the trustees in the fulfillment of their duties. Broadly, the role is to provide focused governance for an academy at a local level. It should also monitor the academy's key performance indicators and provide challenge where appropriate. It will also play a part in representing the views of the academy's stakeholders.

The Trust has a duty to ensure that it enables excellent leadership in each of our schools through empowerment and support.

School governors are one of the country's largest voluntary groups with around 300,000 contributing to strategic development and raising standards of achievement at more than 30,000 schools. The role of the governing body is key in the overall effectiveness of a school.

Governors are asked to act with integrity, honesty and objectivity, living up to the Nolan Principles of standards in public life (Appendix 1), and give their time voluntarily, as an act of public service, to work as part of a team. Being an effective governor is not easy and is something very few people can just step into, whatever their professional background.

School governors are drawn from different parts of the community and can be parents and staff or from the LA, the community, and other groups. This helps ensure the governing body has sufficient diversity of views and experience but does not mean governors of a category represent that group on the governing body. For example, parent governors do not represent the parents at the school and do not report back to them. Each individual governor is a member of a governing body, which is established in law as a corporate body. Individual governors may not act independently of the rest of the governing body. Decisions are the joint responsibility of the governing body.

It is essential that school governors respect the confidentiality of individuals and groups of children and adults within our school community. Governors often have access to privileged information and will be required to approve a code of conduct on a yearly basis.

All new governors will receive an induction to the local governing board and the trust. This will be organised by the chair of governors. ***Please see appendix 7***

Please read the code of conduct to understand what is expected of you in this role. You are required to sign the Code of Conduct annually, ***see appendix 8***

## Local Governing Board Meeting Guidelines

### Example agenda

Below is a template LGB meeting agenda

		TIME	LEAD	PAPERS	ACTION
<b>Committee Members:</b>					
<b>In Attendance:</b>					
1.	<b>Apologies for Absence</b> Apologies to be sent to the Chair and Clerk in advance of the meeting	1m	Chair	None	Note
2.	<b>Declaration of Business/Financial Interests/Conflict of interest</b> <i>(Governors are required to complete the Register of Business Interest form and return to the Clerk)</i>	1m	Chair	None	Note
3.	<b>Notification of Any Other Urgent Business</b> <i>(Items to be raised under "any other business" must be notified to the Chairperson and Clerk to the Governors In advance of the meeting)</i>	1m	Chair	None	Note
<b>STRATEGIC</b>					
4.	<b>Spring term achievement review</b> Progress against the SDP targets for the Spring term, reviewing a RAG-rated version of the SDP, latest pupil assessment data and the SOAP report	60 mins	Head	RAG-rated SDP SOAP Pupil data sheets	Review and agree any actions
5.	<b>Pupil Premium review</b> Governor report on impact of Pupil Premium grant to date this year Update on Sports Premium impact	10 mins	Governor	Governor report on Pupil Premium Sports Premium visit report	Review and agree any actions
6.	<b>Attendance review</b> Governor report on pupil attendance	5 mins	Governor	Governor visit report on attendance	Review and agree any actions
<b>HOUSEKEEPING</b>					
10	<b>Policies</b> To REVIEW the policy schedule and ratify the following policies:	5 mins	Head	Policies schedule	Review changes and ratify/adopt
11	<b>Correspondence and Chairs Action</b>	2 mins	Chair	Verbal	Note

		TIME	LEAD	PAPERS	ACTION
	To RECEIVE a list of Chairs Action or Correspondence				
<b>12</b>	<b>Minutes of the Last Governing Body Meeting</b> To APPROVE the minutes of the last Governing Body Meeting and discuss matters arising	6 min	Chair	Minutes	Approve and agree further actions
<b>13.</b>	Any Other Urgent Business				

### Pre-meeting preparation

- ✓ The agenda for the meeting is agreed in reference to the meeting calendar and discussions between the chair, headteacher and clerk
- ✓ Local board members and school staff should be reminded of any preparation work necessary to prepare for the meeting, e.g. monitoring and writing up monitoring reports etc.,
- ✓ The agenda is shared with the board as soon as possible, at least 7 calendar days before the meeting and earlier than this to anyone who needs to prepare papers for the meeting.
- ✓ The papers for the meeting are shared with the local board members at least 7 calendar days before the meeting.
- ✓ All governors are required to read the papers ahead of the meeting and come prepared with questions/challenge. If there are any aspects of the content of the papers that governors do not understand they should seek clarity before the meeting so that the meeting time can be focused on challenge questions and agreeing next steps
- ✓ All members of the local governing board are required to attend all local board meetings and are expected to make arrangements, so this is possible. Meeting dates will be set by the end of the summer term for the following year, in order that this possible. If a governor is unexpected unable to attend a meeting, they must contact the clerk and chair to give their apologies.

### During the meeting

- All governors must arrive in good time for the start of the meeting
- All governors are encouraged to ask questions, challenge the school, and seek clarity on current performance of the school and its pupils.
- The chair must ensure that the purpose of each agenda item is achieved in the time allocated on the agenda and that next steps/actions are agreed
- The clerk will ensure the discussion is captured in the minutes, including detail of the challenge and any decisions or actions.
- Governors are encouraged to hold each other to account to meet the requirements of any link roles they are assigned, by ensuring link governors lead the questioning on their link area(s).

## Following the meeting

- Governors should note in the meeting any actions assigned to them
- The minutes of the meeting confirming all action items agreed will be circulated to all local governing board members within 14 days of the meeting
- All attendees should action any agreed action items in the allotted time and report progress to the chair
- All governors should note the activities that are scheduled between now and the next meeting and plan any work accordingly.

## Key duties of the local governing board

Many of the duties of governance are delegated to the local board. This is detailed in the Scheme of Delegation.

The Scheme of Delegation reflects the three core functions of governance, which are:

1. **Ensuring clarity of vision, ethos, and strategic direction**
2. **Holding executive leaders to account for the educational performance of the organisation and its pupils, and for the performance management of staff**
3. **Overseeing the financial performance of the organisation and making sure its money is well spent**

The Scheme of Delegation breaks down the duties of the governance across the following areas:

1. Vision, ethos, and strategic direction
2. Academy improvement
3. Quality of Education
4. Finance and assets
5. HR (Human Resources)
6. Statutory compliance
7. Governance Practices

This section summarizes when and how the duties allocated to them should be discharged by the local governing board. It should be read in conjunction with the Scheme of Delegation and individual link governor role profiles (**appendix 5**)

## 1. Vision, ethos, and strategic direction

The local governing board must ensure that they have, in consultation with the trust, CEO and headteacher, agreed a direction of travel for the school, which ideally is articulated as a 3-year strategic plan. This should be based on the vision for the trust and the school and reflect the values or ethos of the school and trust. This will then feed into the Annual Improvement Plan for the school.

Term	LGB Activity
<p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>• Formally receive the <b>school self-evaluation</b> and <b>annual improvement plan</b>, based on the priorities discussed at the end of the summer term. Approve both documents. Ensure that all agreed standards that the school is expected to meet this year are clearly communicated in the annual improvement plan and that success criteria can be evidenced, and the cost of the plan is clear and is value for money.</li> <li>• Monitor that the school is operating in line with the agree ethos and values of the school</li> <li>• Plan stakeholder listening activities for the year</li> <li>• Create a monitoring plan for the year</li> <li>• Review risks for the school and update the local risk plan, sharing this with the trust board</li> </ul>
<p><b>Spring Term</b></p>	<ul style="list-style-type: none"> <li>• Monitor that the school is operating in line with the agree ethos and values of the school</li> <li>• Review risks for the school and update the local risk plan, sharing this with the trust board</li> </ul>
<p><b>Summer Term</b></p>	<ul style="list-style-type: none"> <li>• Monitor that the school is operating in line with the agree ethos and values of the school and reflect if <b>any action is required to reinforce these</b> in the coming year</li> <li>• Complete surveys of stakeholder (Parent, pupil, and staff) views and use this as an input into the discussion of priorities for the coming year</li> <li>• Reviewing the latest information about the strengths and areas for improvement for the school agree with the headteacher and the trust and CEO the <b>priorities for the coming year</b>. This should be done in reference to the vision and identify any priorities from the vision &amp; strategic direction that are to be addressed. The agreed priorities should be discussed at the last local board meeting of the year.</li> <li>• Review risks for the school and update the local risk plan, sharing this with the trust board. Ensure that risks are being addressed appropriately in the priorities for the coming year.</li> </ul>

## 2. Academy improvement

Through monitoring the local board is responsible for gathering evidence that the school is progressing towards the targets set in the Annual Improvement Plan. The Key Performance Indicators for each school will be agreed by the CEO and Trust Board and will be communicated to the LGB. A monitoring plan should be created to ensure all monitoring happens. All monitoring must be recorded and reported to the local board and the findings discussed at LGB meetings and then reported to the trust board

*(See appendices 1,2 and 3 on monitoring guidance)*

Term	LGB Activity
<p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>• Approve the annual pupil premium plan and review the impact of the previous years plan</li> <li>• Approve the annual sports premium plan and review the impact of the previous years plan</li> <li>• <b>Complete monitoring</b> as per the monitoring plan. This should include:               <ul style="list-style-type: none"> <li>○ Monitoring of the curriculum (<b>see quality of education for more details</b>)</li> <li>○ Monitoring of pupil behaviours</li> <li>○ Monitoring of pupil personal development</li> <li>○ Monitoring of the Pupil Premium plan targets</li> <li>○ Monitoring of the Sports Premium targets</li> <li>○ Monitoring of SEND provision and impact</li> <li>○ Monitoring against all agreed KPIs</li> </ul> </li> <li>• At LGB meeting <b>hold to account</b> against educational performance KPIs and the annual improvement plan targets and report all monitoring</li> <li>• Review academy performance and context against national comparisons and the IDSR</li> </ul>
<p><b>Spring Term</b></p>	<ul style="list-style-type: none"> <li>• <b>Complete monitoring</b> as per the monitoring plan. This should include:               <ul style="list-style-type: none"> <li>○ Monitoring of the curriculum</li> <li>○ Monitoring of pupil behaviours</li> <li>○ Monitoring of pupil personal development</li> <li>○ Monitoring of the Pupil Premium plan targets</li> <li>○ Monitoring of the Sports Premium targets</li> <li>○ Monitoring of SEND provision and impact</li> <li>○ Monitoring against all agreed KPIs</li> </ul> </li> <li>• At LGB meeting <b>hold to account</b> against educational performance KPIs and the annual improvement plan targets and report all monitoring</li> </ul>
<p><b>Summer Term</b></p>	<ul style="list-style-type: none"> <li>• <b>Complete monitoring</b> as per the monitoring plan. This should include:               <ul style="list-style-type: none"> <li>○ Monitoring of the curriculum</li> <li>○ Monitoring of pupil behaviours</li> <li>○ Monitoring of pupil personal development</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Monitoring of the Pupil Premium plan targets</li> <li>○ Monitoring of the Sports Premium targets</li> <li>○ Monitoring of SEND provision and impact</li> <li>○ Monitoring against all agreed KPIs</li> </ul> <ul style="list-style-type: none"> <li>● At LGB meeting <b>hold to account</b> against educational performance KPIs and the annual improvement plan targets and report all monitoring</li> </ul>
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### 3. Quality of Education

The Quality of Education judgement was introduced by Ofsted in the September 2019 School Inspection framework. The LGB should focus on understanding the intent/strategy for the schools curriculum and the delivery of the curriculum against this strategy (implementation) and its impact in terms of progress, attainment and reading ages for all pupils.

Term	LGB Activity
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>● <b>Complete monitoring</b> as per the monitoring plan. This should include: <ul style="list-style-type: none"> <li>○ Ensure compliance with national curriculum</li> <li>○ Receive and approve curriculum intent and implementation</li> <li>○ Monitor curriculum impact</li> <li>○ Monitor accuracy of assessment</li> <li>○ Monitor Sex and Relationship Education</li> <li>○ Monitor Spiritual, Moral, Social, Cultural education, including British values</li> <li>○ Monitor quality of teaching</li> <li>○ Monitor impact and value for money of CPD</li> <li>○ Monitoring of the Pupil Premium plan targets</li> <li>○ Monitoring of the Sports Premium targets</li> <li>○ Monitoring of SEND provision and impact</li> </ul> </li> <li>● At LGB meeting <b>hold to account</b> against educational performance KPIs and the annual improvement plan targets and report all monitoring</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>● As per Autumn term</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>● As per Autumn term</li> </ul>

#### 4. Finance and assets

Despite financial oversight being a key responsibility of the trust board, several responsibilities relating to finances have been delegated to the LGB. It is recommended that a member of the local board is nominated as the finance governor and thus leads on these activities. *See appendix 5iv for the Finance Link Governor role profile*

Term	LGB Activity
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>Review actual pupil numbers and staffing ratios for the year</li> <li>Review actual spend against budget and hold to account</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>Review actual spend against budget and hold to account</li> <li>Review staffing model and impact</li> <li>Recommend an annual budget for the school to the board, ensuring this represents value for money, supports the strategic direction and is based on the vision. This should reflect expectations on pupil numbers and a sustainable staffing model</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>Review actual spend against budget and hold to account</li> <li>Challenge the existing staffing structure if it is not having the desired impact or is not sustainable</li> <li>Review the proposed staffing structure for the coming year and ensure it represents value for money.</li> </ul>

#### 5. Human Resources

Many HR responsibilities for local boards are ad hoc, such as being involved in the recruitment of a new headteacher, or holding panels for disciplinaries, grievances or pay appeals.

Term	LGB Activity
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>Participate in performance management of the headteacher, in feedback on prior years performance and working with CEO to set targets for the coming year</li> <li>Approve pay awards for headteacher</li> <li>Approve pay awards for all staff and oversee robustness and consistency of performance management of staff</li> <li>Monitor staff workload and wellbeing</li> <li>Monitor staff turnover, morale, and satisfaction with CPD</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>Mid-year review of headteacher performance</li> <li>Monitor staff workload and wellbeing</li> <li>Monitor staff turnover, morale, and satisfaction with CPD</li> </ul>

<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Monitor staff workload and wellbeing</li> <li>• Monitor staff turnover, morale, and satisfaction with CPD</li> <li>• Complete annual survey of staff</li> </ul>
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## 6. Statutory Compliance

There are several areas of statutory compliance that the LGB is responsible for. ***See the Link Governor Role Profiles in appendix 5 for SEND, Safeguarding, Health and Safety and Finance***

Term	LGB Activity
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Ensure compliance with trust Equality Plan</li> <li>• Ensure Behaviour Policy is up to date and fit for purpose</li> <li>• Ensure Child Protection Policy reflects the latest version of Keeping Children Safe in Education</li> <li>• Ensure that the SEND offer is up to date on the school website</li> <li>• Ensure the admissions policies for future years are approved and on the school website</li> <li>• Approve the school calendar for the year and any changes in the daily school routine</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>•</li> </ul>

Every term:

- Adopt statutory policies received from the Trust Board and monitor compliance
- Monitor policies, review and update when required and ensure they embody the ethos of the academy
- Safeguarding governor(s) to meet termly with Designated Safeguarding Lead and to complete termly monitoring and reporting to the board on activity and compliance
- Ensure compliance with health and safety legislation and review findings of H&S audit
- Ensure compliance with SRE and collective worship legislation
- Monitor that school website is compliant and that all required policies are available on the website
- Monitor compliance with GDPR and Freedom of Information legislation

## Safeguarding for governors

Schools and their governing boards have a responsibility to safeguard and promote the welfare of children. This responsibility is outlined in statutory safeguarding guidance, **Keeping Children Safe in Education (KCSIE)**.

### Duties

The governing board must comply with its duties outlined in detail in part 2 of KCSIE, and make sure that policies and procedures in your school are always effective and comply with the law.

These duties include:

- Making sure that all staff read at least part 1 of KCSIE
- Making sure that all staff receive regularly updated and appropriate child protection training
- Having policies and procedures in place that support safeguarding, including policies on **child protection, pupil behaviour and staff behaviour**
- Making sure that pupils have the opportunity to be taught about safeguarding, including online safety
- Making sure that an appropriate senior member of staff is appointed as **the designated safeguarding lead (DSL)**
- Preventing people who pose a risk of harm to children from working with them by following **safer recruitment procedures**

## 7. Governance Practices

The chair of the local governing board is responsible for ensuring well organised and impactful local governance.

Term	LGB Activity
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• All governors to sign code of conduct</li> <li>• All governors to complete register of business interests</li> <li>• Work with clerk to ensure governor attendance data on website</li> <li>• Confirm chair and vice chair for the year</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Complete annual skills audit, review gaps and agree action to fill gaps either through recruitment or training</li> <li>• Complete self-review of governance to identify any areas of improvement in governance practices and create Governance Development Plan and training plan for the coming year</li> <li>• Plan meeting calendar for the coming year</li> </ul>

Every term:

- Recruit and induct governors to fill any vacancies
- Ensure meetings are well organised, minuted and impactful

## Governor Link Roles

### References:

*Link Governor Roles list – appendix 4*

*Link role profiles – appendix 5*

The Trust board has agreed key roles that are to be allocated to a member or members of your local board. Some of these are required to be statutorily compliant and all ensure suitable focus on key areas of school life.

Role descriptions for each of these Link Roles can be found in **appendix 5**

The key Link Roles are:

- i. Safeguarding
- ii. Vulnerable Pupils – including Pupil Premium, Services Premium, Looked After Children, Young carers, Pupils with social workers in their lives
- iii. SEND
- iv. Health and Safety
- v. Finance
- vi. Training

In addition to these roles the LGB should agree how to divide other work to ensure all their duties are met. This could include allocating roles based on year groups, curriculum areas, areas of the Annual Improvement Plan etc.

The LGB should consider succession planning for these roles and so may wish to consider allocated two governors to each role, an experienced and less experienced governor to facilitate this.

**Appendix 4** provides a link roles spreadsheet for managing allocation of roles

## Governor Monitoring Guidance

### References:

- **Monitoring Report template – appendix 1**
- **Monitoring Report guidelines – appendix 2**
- **Annual monitoring plan – appendix 3**

Governing bodies have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum.

Ofsted inspection assumes that governors know the strengths and weaknesses of the school as well as what progress is being made towards targets set out in the School Improvement/Development Plan (SIP/SDP). This depends on governors assessing performance data presented to them by the Senior Leadership Team (SLT) in the context of an understanding of what happens in the classroom. However first-hand knowledge can only be gained by governors visiting the school. Regular planned visits give governors an insight and understanding about the school and help to strengthen the governing body's strategic and monitoring role.

It is also important to Ofsted that the governing body makes an impact on school improvement and visiting the school to see it in operation, and to be aware of standards and progress are important aspects of this crucial role.

There are two kinds of governor visit – formal and informal. This paper is concerned with formal visits in which governors act as representatives of the governing body which has corporate responsibility for the overall conduct of the school.

### Purpose of governor's visits

- To fulfil the governing body's legal duty *"to conduct the school with a view to promoting high standards of educational achievement."* (Section 21, Education Act 2002)
- To develop governors' understanding of the school's strengths and weaknesses
- To support the work of the school
- To be aware of resource issues
- To contribute to the governing body's monitoring role
- To enable individual governors to ask informed and challenging questions at governing body meetings
- To help governors understand the teaching and learning process
- To see policies in action
- To demonstrate to staff and students that governors are interested in what goes on in the school
- To give governors an enhanced sense of identity with the school and the people who work in it.

### Procedure for arranging a visit

Ideally the governing body should set a programme of visits for the year that dovetails with its schedule of meetings.

Many visits will focus on the classroom but governors should also consider different types of visit which focus on, for example, the School's priorities, the school environment; health and safety; safeguarding;

community cohesion; parents'/carers' consultation evenings; meetings with senior staff to discuss their areas of responsibility; shadowing staff and/or students; looking at samples of students' work (more able, average, less able) in a particular subject area; attending an assembly; reporting on extra-curricular activities; focussed discussions with students. Whatever focus is agreed it is important that governors' visits link with issues in the SIP.

To arrange a visit, the governor must contact the Headteacher, giving at least one week's notice (where possible), with details of the purpose of the proposed visit. They should also advise the Clerk to the Governors.

Once agreed, the specific arrangements (time, venue etc.) for the visit will be notified to the governor by the Headteacher. Staff will have been consulted about the date and purpose of the visit, which will have enabled them to prepare any information required by the governor related to the focus of their visit.

During the visit to classrooms governors should:

- Be punctual
- Maintain sight of the purpose of the visit
- Be courteous, friendly, not critical
- Listen; not talk too much
- Observe discreetly and take minimal notes only
- Ask questions sparingly only, so as not to distract teachers or students
- Get involved with activities if invited; otherwise do not intervene
- In lessons, **never** comment to the teacher concerned on the conduct of the lesson or on individual students
- Thank staff and students at the end of the lesson.

Governors should also be mindful that the purpose of their visit is not about:

- Making judgements on the quality of teaching or operational management
- Checking the progress of their own children or pursuing personal agendas
- Monopolising teachers' time
- Arriving with inflexible preconceived ideas
- Interrupting, giving ideas or suggestions within teaching time.

At all times governors must be aware of the confidentiality of what they see and hear. Observations and comments should be shared with the teacher concerned and with the Headteacher, but not with other staff or parents. Governors should ask for explanations of anything not understood; they should not make assumptions.

In the event of a governor seeing something which gives them serious cause for concern, they should notify the Headteacher as soon as possible. Comments should be limited to the focus of the visit unless health and safety is being compromised, in which case the concern should be reported immediately.

### **Reporting Back**

Following a visit, governors should draft a short, written report using the template in **appendix 1**. This should be honest and quite simple, giving a layperson's account of what was seen and learnt by

The governor conducting the visit and whether there are any issues for the governing body to consider. Written visit reports provide useful evidence for Ofsted inspections of how governors have fulfilled their monitoring role, as well as a helpful reference for the induction of new governors.

Written reports should not identify individual teachers or students by name.

Reports should be read first by the Headteacher before being circulated to other members of the governing body. They should be included in the papers of the next board meeting and an agenda item included to discuss the findings of the monitoring. As with all other documents for the governing body, written reports should be available for public scrutiny after the governing body has seen them

### **Informal visits**

Governors will be invited to attend specific events during the year such as school productions, concerts, sports day, and fundraising events. Attendance at these events is in a more personal capacity. Such visits add to individual governors' knowledge and understanding of the school and helps strengthen relationships and foster trust and respect between governors and staff.

They are a valuable complement to formal visits but are not an alternative.

## Governor Training

The governing body subscribes to the training programme presented by Berlesduna Trust and encourages all governors to enrol on courses relevant to governing body activity.

All governors will receive a copy of the annual training programme produced by the Trust via email. Bookings can be made online and should be reported back at each meeting. The governing body will be required to appoint a link governor to co-ordinate training needs and to keep a record of courses attended by individual governors. ***See Appendix 5 vi for the Training Link Governor Role Profile.*** It is recommended that in addition to attending courses as outlined in the appendix Governors access on-line training via The Key. Details of log ins for all training will be circulated to all Governors at the beginning of each academic year.

It is a requirement that all new governors attend at least the induction courses.

The governing body should discuss the training needs of its members at regular intervals and decides on a training programme. It will identify areas of whole governing body development and arrange for governing body development sessions.

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

## New Governor Induction

The Governing Body and Headteacher believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that the new governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of governors. ***(Please see the New Governor Induction Checklist – Appendix 7)***

### PURPOSE

- To welcome new governors to the Governing Body and enable them to meet other members
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos
- To meet the Headteacher, staff and children
- To explain the partnership between the Headteacher, school and Governing Body
- To explain the role and responsibilities of governors
- To give background material on the school and current issues
- To allow new governors to ask questions about their role and/or the school
- To explain how the Governing Body and its committees work
- To allocate portfolios to Governors, as appropriate

### New governors will:

- Be welcomed to the Governing Body by the Chair
- Be invited by the Headteacher to visit the school
- Have the opportunity to tour the school and meet staff and children
- Receive an informal briefing on the school from the Headteacher

- Have the opportunity to meet informally with an existing governor who will then act as their mentor
- Be accompanied by their mentor to their first full Governing Body meeting (if required)
- Have the opportunity to review their first meeting with the mentor

**New governors will receive:**

- The Department for Education and Skill's "Guide to the Law for Governors"
- Delegation of responsibilities
- The school prospectus
- The Essex Education Services governor training programme
- Details of the Governing Body committees including their terms of reference
- Dates for future governors' meetings including committees
- Details of how to contact the other governors
- The NGA Code of Conduct
- KCSIE Part 1 and 2
- Details of how to contact the school including the e-mail address
- A calendar of school events
- Recent school newsletters/magazine

**New governors are also recommended to read:**

- The School Improvement Plan
- The latest Ofsted report and action plan
- Policy documents relevant to committee membership
- The school visits policy

**Areas that the Headteacher will cover include:**

- Background to the school
- Current issues facing the school
- Visiting the school
- The relationship between the Headteacher, Governing Body.

# Appendices

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## 1. Governor Monitoring Report Template

	<b>1. Name of governor and role</b>	
	<b>2. Date and time of monitoring</b>	
Plan	<b>3. Focus of monitoring (tick)</b> <ul style="list-style-type: none"> <li><input type="radio"/> School Improvement Plan objective</li> <li><input type="radio"/> Statutory compliance</li> <li><input type="radio"/> Policy in action</li> <li><input type="radio"/> Seeing the vision or ethos in practice</li> <li><input type="radio"/> Ongoing (business as usual)</li> <li><input type="radio"/> Other</li> </ul> <b>Description:</b> (from column 1 of the Governor Monitoring Plan)	<b>4. Type of monitoring (tick)</b> <ul style="list-style-type: none"> <li><input type="radio"/> Meeting with staff</li> <li><input type="radio"/> Learning walk</li> <li><input type="radio"/> Book look</li> <li><input type="radio"/> Gathering views of stakeholders</li> <li><input type="radio"/> Review of data</li> <li><input type="radio"/> Other</li> </ul> <b>Description:</b>
	<b>5. Monitoring objectives (from column 3 of the Governor Monitoring Plan)</b>	
	<b>6. Key questions to be answered by the monitoring (share with school ahead if visiting)</b> <ul style="list-style-type: none"> <li>i)</li> <li>ii)</li> <li>iii)</li> <li>iv)</li> <li>v)</li> </ul>	
Do	<b>7a. Answers to key questions</b>	<b>7b. Evidence</b>
	i)	
	ii)	
	iii)	
	iv)	
	v)	



<b>Review</b>	<b>8. Assess the evidence – what did it tell you? Are we on track/where we want to be? Yes/No? Explain your answer</b>
	<b>9. Are there any points that need to be shared at the next meeting of the board? Or any further questions that need to be asked?</b>
	<b>10. Follow-up monitoring required?</b>

**Next steps:**

**Share this with the headteacher for factual accuracy and then share with clerk/chair to add to meeting papers**

## 2. Governor Monitoring Report Guidance

	<p><b>1. Name of governor</b></p> <p>Add your name and the link role you are fulfilling during this monitoring (column 2) of the <b>Governor Monitoring Plan</b></p>
Plan	<p><b>2. Date and time of monitoring</b></p> <p>Enter the date and time the monitoring was completed</p>
	<p><b>3. Focus of monitoring (tick)</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> School Improvement Plan objective</li> <li><input type="radio"/> Statutory compliance</li> <li><input type="radio"/> Policy in action</li> <li><input type="radio"/> Seeing the vision or ethos in practice</li> <li><input type="radio"/> Ongoing (business as usual)</li> <li><input type="radio"/> Other</li> </ul> <p>Tick the focus of this monitoring. If there are multiple foci tick them. Add the Focus description from the <b>Governor Monitoring Plan (column 1)</b></p>
	<p><b>4. Type of monitoring (tick)</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Meeting with staff</li> <li><input type="radio"/> Learning walk</li> <li><input type="radio"/> Book look</li> <li><input type="radio"/> Gathering views of stakeholders</li> <li><input type="radio"/> Review of data</li> <li><input type="radio"/> Other</li> </ul> <p>Tick the type of monitoring you are planning to do. If there a multiple, please tick each. Add a description</p>
	<p><b>5. Monitoring objectives (from the Governor Monitoring Plan)</b></p> <p>Detail the monitoring objectives from <b>column 3 of the Governor Monitoring Plan</b></p>
Do	<p><b>6. Key questions to be answered by the monitoring</b></p> <p>Identify the questions you want to be answered as a result of this monitoring. Number each question.</p>
	<p><b>7a. Answers to key questions</b></p> <p>Record the answers to the questions you have asked</p>

	<p><b>7b. Evidence</b></p> <p>Record the evidence you have gathered to verify the answers. Reference data, evidence from discussions with staff, parents, pupils etc, looking in books, a learning walk or other monitoring activities.</p>
Review	<p><b>8. Assess the evidence – what did it tell you? Are we on track/where we want to be? Yes/No? Explain your answer</b></p> <p>Review what the monitoring has told you and compare with the targets/KPIs for this area of school life. Determine if the school is where it expects to be against these targets or if not, what are the issues.</p>
	<p><b>9. Are there any points that need to be shared at the next meeting of the board? Or any further questions that need to be asked?</b></p> <p>If things are not on track or where they should be this should be discussed at the next meeting of the board when governor monitoring activities are reported. Discuss with the headteacher and chair and agree the level of focus needed on the agenda. (There should be a standing agenda item to report back the findings of governor monitoring)</p>
	<p><b>10. Follow-up monitoring required?</b></p> <p>Record any further monitoring foci identified because of this monitoring</p>

Next steps:

Share this with the headteacher for factual accuracy and then share with clerk/chair to add to meeting papers

### 3. Governor Monitoring Plan Template

	High Level LGB monitoring activity			
		③ Monitoring Objective(s)		
① Monitoring Focus	② Governor role to lead monitoring	Autumn term	Spring	Summer
<b>School Development Plan Targets</b>				
<b>Quality of Education</b>				
Standards				
Pupil Premium				
SEND				
Quality of teaching				
Curriculum				
Assessment				
<b>Behaviours and Attitudes</b>				

**High Level LGB monitoring activity**

		<b>③ Monitoring Objective(s)</b>		
<b>① Monitoring Focus</b>	<b>② Governor role to lead monitoring</b>	<b>Autumn term</b>	<b>Spring</b>	<b>Summer</b>
<b>Personal Development</b>				
<b>Leadership and Management</b>				

**High Level LGB monitoring activity**

High Level LGB monitoring activity				
		③ Monitoring Objective(s)		
① Monitoring Focus	② Governor role to lead monitoring	Autumn term	Spring	Summer
<b>Non SDP Monitoring</b>				
Finance				
Risk				
Human Resources including performance management, staff wellbeing, turnover, absence				
Safeguarding				
Health and safety/site				
Community/stakeholder engagement				

		High Level LGB monitoring activity		
		③ Monitoring Objective(s)		
① Monitoring Focus	② Governor role to lead monitoring	Autumn term	Spring	Summer
Website				
Governor training and development				

## 4. LGB Link Roles list

Use the table below to track which governors have been allocated each link role.

Link Role	<Governor Name>						
1. Safeguarding							
2. Vulnerable Pupils							
3. SEND							
4. Finance							
5. Health and Safety							
6. Training Link							
Other:							

## 5. LGB Link Role Profiles

### i) Safeguarding Link Governor Role Profile

**Purpose/Scope:**

The Safeguarding link governor is a statutorily required role. The purpose of the role is to monitor all aspects of safeguarding to ensure it is compliant and effective.

However, it should be recognised that:

- All members of the board have a joint responsibility for the Strategic Leadership, policy setting, oversight and monitoring of Safeguarding in the school.
- There is a requirement for all board members to receive regular training about safeguarding in order for them to have the knowledge and information needed to perform their functions, understand their responsibilities and assure themselves that the school's safeguarding arrangements are robust.

**Knowledge:**

About the school:

- Who is the Designated Safeguarding Lead and their deputy?
- The school's Child Protection Policy and procedures
- All other policies that relate to the safety and wellbeing of pupils
- The level and types of safeguarding issues at the school
- Number of Child protection plans
- Volume of concerns and referrals

About Safeguarding:

- Keeping Children Safe in Education (DfE Guidance)
- Safer Recruitment
- Prevent Duty
- Ofsted Safeguarding inspection guidance

**Responsibilities:**

The Lead Safeguarding Governor will:

- Continually update their knowledge of key safeguarding policies, legislation, and guidance
- Work closely with the Designated Safeguarding Lead
- Champion safeguarding and pupil welfare considerations through the work of the board, reporting termly on safeguarding matters
- Undertake focused safeguarding monitoring activities once per term, following an agreed monitoring plan/safeguarding audit
- Immediately raise any serious safeguarding concerns with the Head Teacher and board
- Help to foster a suitable safeguarding culture within the board and school
- Check that there is an up to date Child Protection Policy in place which is published on the school website
- Check that all staff and governors have seen and read the latest KCSiE document and that this is published on the website

- Know the school and its community well in order to understand specific needs, barriers, and areas of special consideration
- Ask informed questions of the school leadership to understand, support and challenge
- Ensure that all mandatory safeguarding training has been completed by staff and governors.
- Ensure that safer recruiting practices are being followed and that the Single Central Record is up to date and complete for all staff, volunteers, governors, supply teachers and contractors
- Liaise (with due regard to confidentiality) with the headteacher/ designated teacher re allegations of child abuse
- Monitor the volume of safeguarding activity and how concerns are handled

### Safeguarding Monitoring Calendar

Through focused termly monitoring activities and regular reporting to the board, the Safeguarding Lead Governor will collect a variety of evidence which will help to assure the board that:

- the school is compliant with its statutory duties
- the board is compliant with its statutory duties
- the Single Central Record is up to date
- safeguarding policies, procedures and practices are robust and shared by all
- a healthy safeguarding culture and ethos is evident across the school

Autumn term	<ul style="list-style-type: none"> <li>• Plan the safeguarding monitoring for the year, including reviews required of relevant policies on pupil safety and wellbeing</li> <li>• Ensure the Single Central Record is up to date for all new staff</li> <li>• Complete monitoring and report findings to the LGB</li> <li>• Ensure all staff have received refresher safeguarding training on the latest KCSIE guidance</li> <li>• Ensure governors refresh their safeguarding and Prevent training</li> </ul>
Spring term	<ul style="list-style-type: none"> <li>• Ensure the Single Central Record is up to date for all new staff</li> <li>• Complete monitoring and report findings to the LGB</li> </ul>
Summer term	<ul style="list-style-type: none"> <li>• Ensure the Single Central Record is up to date for all new staff</li> <li>• Complete monitoring and report findings to the LGB</li> </ul>

## ii) Vulnerable Pupils Link Governor Role Profile

### **Purpose/scope:**

The Vulnerable Pupils Link Governor is responsible for overseeing the use and impact of the Pupil Premium and the provision for all vulnerable pupils, including:

- Looked After Children
- Pupils who attract the Services Premium
- Young carers
- Pupils who have a social worker in their lives

They should liaise with the Pupil Premium Champion (and the designated lead for Looked After Children and Services children, if different staff members)

### **Knowledge:**

About the school:

- Who is the Pupil Premium Champion and who is the lead for Looked After Children?
- Current data about profile of Pupil Premium cohort and vulnerable pupils, including academic outcomes, attendance, behaviour, parental engagement and other context information
- Information about past and current impact of Pupil Premium grant, including comparisons with national average data
- Amount of current years Pupil Premium and spending plan
- The Pupil Premium plan for the current academic year
- The analysis of previous years pupil premium plan impact

About vulnerable pupils:

- What the Pupil Premium should be used for
- Current rates of Pupil Premium
- Latest guidance from DfE on planning Pupil Premium Plans
- Education Endowment Foundation Teaching and Learning Toolkit and its use
- Services Premium statutory requirements
- Looked After Children statutory requirements

### **Responsibilities:**

- Meet with the Pupil Premium Champion termly to review impact of the Pupil Premium Plan against targets
- Meeting with the Looked After Children lead termly and reviewing compliance with statutory requirements, and progress, attainment, and wellbeing of looked after children
- Receive termly updates on the numbers of pupils attracting the Pupil Premium and changes in the amount of the Pupil Premium grant
- Confirmation that the full Pupil Premium grant entitlement has been received
- Report findings of termly monitoring to the board, raise any concerns and hold to account
- Areas for monitoring:

- Attainment – meeting expected standard
- Progress – meeting individual targets
- Attendance and punctuality
- Behaviour
- Attendance of after school clubs/activities
- Inclusiveness of the curriculum
- Engagement with parents
- Support for additional needs
- Addressing of external and internal barriers
- Ring-fencing of budget and spend against this
- Impact of each initiative on the plan
- Website – this years plan and analysis of previous year present

### Vulnerable Pupils Monitoring Calendar

Autumn term	<ul style="list-style-type: none"> <li>● Review impact of previous years plan and outcomes for Pupil Premium pupils</li> <li>● Receive and review Pupil Premium plan for the new academic year</li> <li>● Understand how the School Development Plan should impact vulnerable pupils and champion their needs</li> <li>● Ensure the grant entitlement has been received and is ring fenced in the budget</li> <li>● Review how new parents are encouraged to claim the premium</li> <li>● Monitor impact of Pupil Premium plan and report findings to the board</li> <li>● Monitor support and provision for vulnerable pupils and report findings to the board</li> <li>● Lead holding to account conversations on Pupil Premium at board meeting</li> <li>● Review example performance management targets set on Pupil Premium</li> <li>● Review plans to improve quality of teaching this academic year and how impact will be monitored</li> </ul>
Spring term	<ul style="list-style-type: none"> <li>● Review changes in Pupil Premium numbers based on January census</li> <li>● Review changes to Premium rate and total grant for new financial year</li> <li>● Monitor impact of Pupil Premium plan and report findings to the board</li> <li>● Lead holding to account conversations on Pupil Premium and vulnerable pupils at board meetings</li> </ul>
Summer term	<ul style="list-style-type: none"> <li>● Monitor impact of Pupil Premium plan and report findings to the board</li> <li>● Lead holding to account conversations on Pupil Premium and vulnerable pupils at board meetings</li> <li>● Champion needs of vulnerable pupil cohort when prioritising school improvement foci for next academic year</li> </ul>

### iii) SEND Link Governor Role Profile

#### **Purpose/scope:**

The SEND Governor is the Governing Body's champion for pupils with Special Education Needs and Disabilities and those with inclusion needs. They will support and challenge the school to ensure that no pupil is treated less favourably, denied opportunity, or left behind because they have additional needs.

#### **Knowledge:**

About the school:

- Who is the SENCo and their qualifications?
- Current data about profile of the SEND cohort, including:
  - Types of SEND supported
  - Numbers of pupils on the SEND register and type of SEND in each year group
  - Number of pupils with EHC Plans and type of SEND in each year group
  - Academic outcomes, attendance, behaviour, parental engagement and other context information
- Information about past and current impact of SEND provision
- The amount of notional SEND budget and how it is spent and its impact
- Approach to identifying and diagnosing SEND
- The Accessibility Plan/Policy and Equality Plan/Policy
- The School SEND Report (SIR)
- The school and local offer
- Arrangements for any medical conditions

About SEND:

- The boards responsibilities as contained in the SEND code of practice, 0 – 25 years
- The Equality Act 2010 and objectives
- The local and national policy context for SEND

#### **Responsibilities:**

- Champion the drive to improve outcomes for pupils with SEND through review of the Self-evaluation and Improvement Plan
- Ensure compliance with SEND statutory duties and the Equalities Act
- Meet with the SENCo termly to review impact of the SEND provision against targets
- Receive termly updates on the numbers of SEND pupils and changes in the amount of the SEND budget
- Monitor progress with assessing, diagnosing, and delivering appropriate support for each SEND pupil
- Monitor provision for SEND pupils and how staff are supported to provide effective provision and monitor its impact
- Report findings of termly monitoring to the board, raise any concerns and hold to account

- Ensure an annual SEND report is provided to the LGB
- Areas for monitoring:
  - Attainment – meeting expected standard
  - Progress – meeting individual targets
  - Attendance and punctuality
  - Behaviour
  - Attendance of after school clubs/activities
  - Inclusiveness of the curriculum
  - Engagement with parents
  - Support for additional needs
  - Use of budget and spend against this
  - Impact of SEND provision
  - Website – local offer and School SEND report up to date and present

### SEND Monitoring Calendar

Autumn term	<ul style="list-style-type: none"> <li>• Review coverage of SEND provision in the School Self Evaluation</li> <li>• Understand how the School Development Plan should impact SEND pupils and champion their needs</li> <li>• Ensure EHC Plan funding is ring fenced in the budget</li> <li>• Review how new parents are encouraged to work with the school</li> <li>• Monitor impact of SEND provision and report findings to the board</li> <li>• Lead holding to account conversations on SEND at board meeting</li> <li>• Review example performance management targets set on SEND</li> <li>• Review plans to improve quality of teaching this academic year and how impact will be monitored on SEND pupils</li> </ul>
Spring term	<ul style="list-style-type: none"> <li>• Review changes in SEND pupil numbers and EHC Plans</li> <li>• Monitor impact of SEND provision and report findings to the board</li> <li>• Lead holding to account conversations on SEND at board meeting</li> </ul>
Summer term	<ul style="list-style-type: none"> <li>• Monitor impact of SEND provision and report findings to the board</li> <li>• Lead holding to account conversations on SEND at board meeting</li> <li>• Champion needs of SEND cohort when prioritising school improvement foci for next academic year</li> </ul>

## iv) Finance Link Governor Role Profile

### **Purpose/scope:**

The Finance Link Governor should lead work by the local board to meet financial responsibilities allocated to them in the Scheme of Delegation. These duties include:

- Recommend the academy budget and any revisions to this to the trust board
- Monitor monthly income and expenditure against budget plans
- Review value for money and benchmark spending and impact of spend
- Review and approve contracts within procurement policy
- Review of staffing structures and value for money
- Monitor pupil numbers and staff ratios
- Attending, if required, trust finance meetings

### **Knowledge:**

About the school:

- Responsible parties for financial management within the school and the processes and practices they follow
- The total income, expenditure, and reserves of the school
- The impact of previous budget and value for money (using the Financial Benchmarking tool)
- The staffing structure and staff costs
- A list of contracts
- The answer to all key questions about school finances in the Resource Management Self-Review tool

About Academy Finance:

- The statutory framework for academy finances as contained in the Academies Financial Handbook
- The DfE financial scrutiny and oversight requirements of boards
- The DfE Resource Management Self-Review Tool
- The DfE Financial Benchmarking tool

### **Responsibilities:**

- Working with the headteacher and school finance manager to propose an annual budget for the school to the trust board for approval
- Reviewing the three-year financial forecast for the school and challenging as appropriate
- Monitoring monthly budget close-down to track actuals against budget and challenge any concerns
- Reviewing the staffing model and impact of resources on academic outcomes to provide an understanding of school efficiency.
- Benchmark finances annually using the DfE Financial Benchmarking toolkit and report findings to the LGB

- Work with the school to ensure financial information and key indicators (DfE recommended 10 financial planning checks for board) is provided to the board in a way that is transparent and clear and enables challenge
- Scrutinise internal controls and review effectiveness of minimise risk of error or fraud, e.g. ensuring robust procurement processes and separation of responsibilities
- Contribute to risk management for the school

## Finance Monitoring Calendar

Autumn term	<ul style="list-style-type: none"> <li>• Understand budget for the new year</li> <li>• Ensure that the school development plan is costed</li> <li>• Agree any contracts to be retendered this year</li> <li>• Plan financial monitoring for the year</li> <li>• Ensure that all grants such as pupil premium, sports premium and SEND EHC Plans are ring fenced and appropriately controlled in the budget</li> <li>• Review monthly closedown reports and raise any concerns.</li> <li>• Report financial monitoring findings to the board</li> <li>• Review risk management plan</li> <li>• Monitor staff ratios, class sizes and stability</li> </ul>
Spring term	<ul style="list-style-type: none"> <li>• Benchmark last years finances and raise any concerns</li> <li>• Review monthly closedown reports and raise any concerns</li> <li>• Report financial monitoring findings to the board</li> <li>• Review risk management plan</li> <li>• Monitor staff ratios, class sizes and stability</li> <li>• Working with the school and board propose a budget for the following year and refresh the 3-year financial forecast</li> </ul>
Summer term	<ul style="list-style-type: none"> <li>• Complete Resource Management Financial Review tool with business manager and act on findings</li> <li>• Review monthly closedown reports and raise any concerns</li> <li>• Report financial monitoring findings to the board</li> <li>• Monitor staff ratios, class sizes and stability</li> <li>• Review risk management plan</li> </ul>

## v) Health and Safety Link Governor Role Profile

### **Purpose/scope:**

The Health and Safety Link Governor should monitor that the school is meeting its statutory duties with regards to health and safety.

### **Knowledge:**

About the school:

- Responsible parties for health and safety within the school and the processes and practices they follow
- The results of the latest health and safety audit and any corrective actions required
- Familiarity with all policies relating to health and safety
- Available risk assessments
- Pertinent training records for those responsible for health and safety

About School Health and Safety:

- The Health and Safety Guidelines for Schools
- The governance responsibilities for Health and Safety as detailed in the DfE Governance Handbook

### **Responsibilities:**

- Monitoring health and safety management activities to ensure compliance with statutory requirements
- Monitoring health and safety policies, including first aid, handling of medicines and COVID-19 requirements
- Reviewing health and safety audit findings and tracking required actions
- Reviewing risk assessments
- Monitoring training records on health and safety
- Report termly to the LGB on health and safety monitoring
- To attend appropriate training

### **Health and Safety Monitoring Calendar**

Autumn term	<ul style="list-style-type: none"> <li>• Identify health and safety policies for review this year and review and propose for ratification when appropriate</li> <li>• Gather evidence of routine health and safety checks completed in accordance with expectations</li> <li>• Monitor physical security</li> <li>• Check any summer building works have been completed to expected standards</li> <li>• Report to the LGB</li> </ul>
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Spring term	<ul style="list-style-type: none"> <li>• Gather evidence of routine health and safety checks completed in accordance with expectations</li> <li>• Monitor physical security</li> <li>• Report to the LGB</li> </ul>
Summer term	<ul style="list-style-type: none"> <li>• Review findings of health and safety audit and track any corrective actions are completed</li> <li>• Gather evidence of routine health and safety checks completed in accordance with expectations</li> <li>• Monitor physical security</li> <li>• Report to the LGB</li> </ul>

## vi) Training Link Governor Role Profile

### **Purpose/scope:**

The Training Link Governor is responsible for monitoring and organising governance development activities to ensure the LGB is fit for purpose. They will liaise with the chair of the LGB.

### **Knowledge:**

About the LGB:

- The skills audit findings
- The training completed to date
- The allocation of link roles and the recommended training/skills/knowledge for each role

About governance training and development:

- The DfE Governance Handbook
- The DfE Governance Competency Framework
- Governance training provided by Berlesduna Academy Trust
- The Safeguarding training requirements

### **Responsibilities:**

- Organise an annual skills audit, review the findings and agree any actions
- Create an annual Governance Development Plan that details governance training plans for the year
- Ensure that new governors are provided with a complete induction, following the trusts governor induction process
- Maintain training records for the LGB
- Ensure that all mandatory training is completed relating the safeguarding and Prevent duty
- Encourage all governors to attend appropriate training courses
- Report on training matters at the local Governing Body meetings
- Attend appropriate Link Governor meetings and training courses
- Organise in-house training, as appropriate

## Training Link Governor Calendar

Autumn term	<ul style="list-style-type: none"> <li>• Organise an annual skills audit, review the findings and agree any actions</li> <li>• Create an annual Governance Development Plan that details governance training plans for the year</li> <li>• Ensure all mandatory safeguarding training is completed and recorded</li> </ul>
Spring term	<ul style="list-style-type: none"> <li>• Review progress against plans and hold governors to account to complete training</li> </ul>
Summer term	<ul style="list-style-type: none"> <li>• Review progress against plans and hold governors to account to complete training</li> </ul>

Every term:

- Support induction of new governors
- Report on training matters to the LGB
- Encourage governors to attend recommended training
- Organise in-house training as appropriate
- Keep training records up to date

## 6. Policy Control Schedule

The Policy Control Schedule is maintained centrally by the CEO's PA. This is shared regularly with headteachers across the trust, so they are aware of new policies or revisions to policies. LGBs are responsible for ratifying/adopting these policies for their school. The Clerk will ensure that LGBs are aware of which policies need to be on the agenda for any meeting.

The Policy Control Schedule is colour coded to help everyone understand the source for each policy, as well as whether it needs to be on the school website, its review cycle and when it is next due for review.

Key:

Trust Policy or DfE Guidance - School to adopt
Trust Model Policy - school to adapt accordingly
School Policy/Document - Schools to implement and update as required
Currently working on

## 7. New Governor Induction Checklist

Induction procedure	Tick when complete	Person Responsible
Welcomed to the Governing Board		Chair
Tour of the school		HT / Chair
Dates of Trust/FGB/LGB meetings		Clerk
Login details for any Governor system		HT
Name badge and photo for foyer display		School Office
Assigned/met informally with an existing governor (who will act as mentor)		LGB
New governor details notified to SLN, NGA and The Key		Training & Dev Governor/HT
Received governor email addresses		Clerk
Write a short biography to go on the school website		Send to School Office
<b>Forms to be completed upon appointment</b>		
Completed identification process for DBS check and Declaration		School Office
Declaration of Interests form		Clerk
Self-Declaration Form		Clerk
Code of Conduct for Governing Board		Clerk
Data Protection Policy		Clerk
<b>Training</b>		
Completed NGA Skills Audit		Training & Dev Governor
Safeguarding Training received		Training & Dev Governor
Signed Part 1 of Keeping Children Safe in Education		HT
Induction training arranged		Training & Dev Governor
<b>Have you received or read?</b>		
DfE "Governance Handbook"		DfE website
DfE "Competency Framework for Governance"		DfE website
The Academy Improvement Plan		HT
Minutes of the last full Governing Board meeting		Clerk
Most recent Leadership Report		HT
List of school staff and their responsibilities		Website
Details of how to contact the school (including the e-mail addresses)		School Office
Recent School newsletters		Website
Latest Ofsted report		Website
Latest School Profile		Website
Governor Monitoring Visits Policy		Clerk
Financial Regulations		School Business Manager
Standing Orders/Scheme of Delegation/Terms of Reference		Clerk

<b>Has Chair of Governors or Headteacher covered?</b>		
Background to the school		
Current issues facing the school		
Visiting the school		
Child Protection arrangements (including who the child protection designated person is in the school) and the governor's role		
Overview of the governor's role		
Relationship between the Headteacher and Governing Board		

## 8. Code of Conduct for the Governing Board

**SCHOOL NAME:** .....

The governing board has adopted the following principles and procedures:

### **Purpose of the governing board**

The governing board is the key strategic decision-making body in the school, setting the strategic framework and ensuring it meets all its statutory duties. Raising achievement is at the heart of a governing board's strategic role; every child has the right to attend a good school.

### **The governing board has the following core strategic functions:**

Establishes the strategic direction by:

- setting the vision, values, and objectives for the school
- agreeing the school improvement strategy with priorities and targets
- meeting statutory duties

Ensures accountability by:

- Liaising and communicating closely with the Trust Board
- monitoring progress towards targets
- performance managing the headteacher
- engaging with stakeholders (including parents & pupils)
- contributing to school self-evaluation

Ensuring financial probity by:

- Having a representative sit on the Trust Finance and Audit Committee

For governing boards to carry out their roles effectively, governors must be:

- prepared and equipped to take their responsibilities seriously
- committed to the key characteristics and behaviours expected of the role, as set out in [A Competency Framework for Governance \(DfE 2019\)](#)
- acknowledged as the accountable body by the lead professionals
- supported by the appropriate authorities in that task
- willing and able to monitor and review their own performance

### **The role of a governor:**

In law, the governing board is a corporate body which means:

- No governor can act on his/her own without proper authority from the full governing board.

- All governors carry equal responsibility for decisions made.
- Although appointed through different routes, the overriding concern of all governors must be the welfare of the school as a whole. Governing boards should be alert to the risk of becoming dominated by one mind-set or strand of opinion.

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

### **Role & Responsibilities**

- We understand the purpose of the governing board and the role of the headteacher
- We are aware of and accept the Seven Nolan Principles of Public Life (*see Appendix 9*)
- We accept that we have no legal authority to act individually, except when the governing 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 governing board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- 
- We will encourage open governance and will act appropriately
- We will consider carefully how our decisions may affect the community and other schools
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this
- We will always use social networking sites responsibly and ensure that neither our personal/professional reputation, nor the school's reputation is compromised by inappropriate postings
- We will promote tolerance of and respect for those of different faiths and beliefs, races, genders, ages, disability, and sexual orientation
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing board
- We will support the headteacher and senior leadership team but challenge their expectations and hold them to account for school performance

### **Commitment**

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy
- We will each involve ourselves actively in the work of the governing board and accept our fair share of responsibilities, including service on committees or working groups
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to do so

- We will get to know the school well and respond to opportunities to involve ourselves in school activities
- We will visit the school, with all visits to school arranged in advance with staff and undertaken within the framework established by the governing board and agreed with the headteacher
- We will demonstrate commitment to continually developing our knowledge and skills and keeping them up to date. This includes our ability to understand and interpret educational and financial data
- We accept that in the interests of openness and transparency, our full names, date of appointment, term 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. We accept that personal information will also be published on DfE [Get Information about Schools \(GIAS\)](#) system. This is to help increase transparency on who governs our schools
- We accept that we are required to hold an Enhanced Criminal Records Certificate (ECRC)

### **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 our communications with other governors
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved
- We will seek to develop effective working relationships with our headteacher, staff and parents, the local authority, and other relevant agencies and the community

### **Confidentiality**

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside the school
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote

### **Data Protection**

Under the Data Protection Act 2018, accountability is a data protection principle, which makes governing boards responsible for complying with the GDPR and states that governors must be able to demonstrate compliance.

- We will strive to ensure the school's overall compliance with the data protection regulations
- We will ensure that appropriate technical and organisational measures are in place across the school to protect any data that it holds
- We will engage in data protection training at least annually
- We will monitor compliance with the GDPR in the following ways:
  - Implementing internal data protection policies
  - Conducting staff training
  - Regularly reviewing internal HR policies
  - Maintaining relevant documentation on processing activities
  - Appointing a Data Protection Officer (DPO)
  - Implementing measures that meet the principles of data protection by default, including data minimisation and transparency
  - Using data protection impact assessments (DPIAs) where appropriate (e.g. if you are using new technologies and the processing is likely to result in a high risk to the rights and freedoms of individuals)
  - Taking a 'data protection by design and default' approach
- We will be familiar with, and act in accordance with, the school's Data Protection Policy, conducting reviews with the assistance of the headteacher and the DPO

### **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's website (**please see Appendix 5**)
- 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

### **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 as a last resort after seeking to resolve any difficulties or disputes in more constructive ways
- Should it be the chair that we believe has breached this Code, another governor, such as the vice chair will investigate

- Any elected or appointed governor/trustee removed from the office by ordinary resolution of the members in accordance with the [Companies Act 2006](#) is disqualified from holding or continuing to hold office as a governor/trustee of that school

**Signed:**

**Printed Name:**

**Date:**

### Code of Conduct Agreement

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

**The Governing Board of ..... adopted this Code of Conduct on**

.....

#### **Undertaking:**

As a member of the governing board I will always have the achievement and well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the governing board, the Trust Board, the headteacher or staff.

## 9. The Nolan Principles

The Seven Principles of Public Life, also known as the Nolan Principles, were defined by the government's Committee for Standards in Public Life. These are that holders of public office should display:

1. **Selflessness:** they should act solely in terms of the public interest.
2. **Integrity:** they should 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.
3. **Objectivity:** they should act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
4. **Accountability:** they should be accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **Openness:** they should act and take decisions in an open and transparent manner.
6. **Honesty:** they should be truthful.
7. **Leadership:** they 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.

## 10. Declaration of pecuniary and personal interest

**Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Position:** \_\_\_\_\_

I [Name], declare as a Governor/Trustee of [School/Trust Name] that I hold the following personal and/or pecuniary interest(s):

Pecuniary interests		Please provide details of the interest		
Current employment				
Businesses (of which I am a partner or sole proprietor)				
Company directorships – details of all companies of which I am a director				
Charity trusteeships – details of all companies of which I am a trustee				
Membership of professional bodies, membership organisations, public bodies, or special interest groups of which I am a member and have a position of general control or management				
Gifts or hospitality offered to you by external bodies while acting in your position as a governor/trustee and whether this was declined or accepted in the last 12 months				
Contracts offered by you for the supply of goods and/or services to the trust/school				
Any other conflict				
Personal interests	Name	Relationship to me	Organisation	Nature of the interest

Immediate family/close connections to governor/trustee				
Company directorships or trusteeships of family/close connections to governor/trustee				

**If you are a governor or trustee of any other schools and/or academies, please provide details below:**

**Name of school/academy:** \_\_\_\_\_  
**Position held:** \_\_\_\_\_  
**Date appointed/elected to post:** \_\_\_\_\_  
**Date of termination to post:** \_\_\_\_\_

To the best of my knowledge the information supplied above is correct and complete. I understand that it is my responsibility to declare any conflict of interest/loyalty, business or personal that relates directly or indirectly, to myself or any relation in any contract, proposed contract or other matter when present at a meeting at the school where such contract or matter comes under consideration. I understand that I must withdraw from any meeting during the discussion of such contract or matter and must not vote in respect of it.

I agree to review and update this declaration annually and give consent for the information provided to be used in accordance with the trust/school's conflicts of interest policy.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Declaration of pecuniary and personal interest -Guidance notes**

Governors and trustees have a legal duty to act only in the best interests of their schools. Where a situation arises in which they cannot do this due to a personal interest they have, steps should be taken to identify, prevent and record the conflict. This ensures governors or trustees are acting in the best interests of the school.

In the declaration above, you must provide details relating to:

- Your ownership or partnership of a company or organisation which may be used by the trust/school to provide goods or services
- Goods or services you offer which may be used by the trust/school
- Any close relation you have to someone who satisfies either of the above
- Any close relationship you have to someone who is employed by the trust/school.

Declaring your conflicts of interest is a legal requirement within the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 and for academies, in the Articles of Association and Academies Financial Handbook. However, making an annual declaration does not remove your requirement to make an oral disclosure of the interest and temporarily leave the meeting, where the interest is relevant to something being discussed.

### **Pecuniary interests**

Generally, governors should not participate in any discussions in which they may directly or indirectly benefit from a pecuniary interest, except where the relevant authority has authorised this i.e. legislation for maintained schools or articles of association for academies. A direct benefit refers to any personal financial benefit and an indirect benefit refers to any financial benefit you may have by virtue of a relationship to someone who stands to gain from a decision of the governing board. Both direct and indirect interests must be declared.

### **Non-pecuniary interests (Conflicts of loyalty)**

There may be a non-pecuniary interest whereby the governor does not stand to gain any benefit, but a declaration should still be made. For example, this might be where a governor has a family member working in the school. While the governor might not benefit personally, their judgment could be impaired if something were brought up that would affect the family member.

### **Handling the conflict**

The governing board must make a decision as to whether or not they should take steps to remove the conflict by:

- Not pursuing the course of action, it relates to; or
- Proceeding with it in an alternative way which does not give rise to conflict; or
- Not appointing the governor in question or seeking to secure their resignation.

In the minutes of the meeting, the following should be recorded:

- The nature of the conflict

- Which governor(s) it relates to
- Whether a declaration was made in advance of the meeting
- A brief overview of what was discussed
- Whether the governor(s) withdrew from the meeting
- How the governors made the decision in the best interests of the school.

The School and Early Years Finance (England) Regulations 2013 provide for local authority financing schemes to keep a register of pecuniary interests for the trustees, governors, and staff of schools. The register should be reviewed annually by the clerk to the governing body but any new interest or ceased interest, should be reported to the clerk as and when they occur. Upon completion, this signed form should be given to the clerk of governors whose responsibility it is to keep a register of all interests and review it annually. You can find NGA's model conflict register on the [NGA's website](#).

The Charity Commission has produced [guidance on dealing with conflicts of interests](#) which may be useful, even for schools that do not have charitable status.

## **11. Confirmation of Committee Membership for XXXXX Primary School**

### **Staff Pay Committee**

Minimum requirement of three Governors, terms of reference as outlined in the Pay Policy.

### **Appeals**

#### **Staff Discipline/Dismissal and Grievance Committee**

Minimum requirement of three Governors, terms of reference as outlined in the Pay Policy.

#### **Discipline/Dismissal Appeals Committee**

Any three governors, (excluding those on Staff Discipline/Dismissal Committee) – statutory terms of reference to be ratified at Autumn term meeting.

#### **Pupil Discipline Committee**

Any three Governors – Trust Exclusions terms of reference to be ratified at Autumn term meeting.