



KIBBLESWORTH ACADEMY

Governing Body Handbook 2021-2022

This document sets out the principles and procedures by which this governing body operates. It will be reviewed and updated on a regular basis.



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Introduction

The governing body of Kibblesworth Academy works to support the overall development of the pupils. All governors contribute to raising standards for all pupils. This involves providing a strategic view for the school, holding the Head Teacher to account and ensuring financial probity.

(See Appendix 1 for a full list of governors)

Governors are involved in:

- planning the future direction of the school (vision and mission)
- monitoring and evaluating the progress of the school against these plans
- supporting and challenging the school team
- being accountable to parents and others about the school's performance
- ensuring all statutory duties are carried out

In order to carry out this work governors:

- work closely with the school team
- have 3 full governing body meetings a year; one in each term. Minutes of the meetings will be shared with the board and made available to the public.
- work on committees to which the governing body has delegated key areas of responsibility. These meet on a regular basis – once or twice each term
- visit the school
- attend training
- recognise that the Head Teacher is responsible for the implementation of policy, management of the school and the implementation of the curriculum
- self-evaluate their own practices on a regular basis

The individual governor has a responsibility, working alongside other members of the governing body, to the staff and pupils of the school, the school's wider community and where they are representatives, to their particular constituency (parents, staff etc).

Although some governors may represent particular constituencies (for example parents or staff) they are not delegates of that group, they are representative members.

Kibblesworth Academy ask that governors do the following;

- undergo a DBS check on starting as a governor
- wear ID badges when in school
- provide information on themselves for newsletters etc.
- agree to their photograph being displayed on the website
- sign up to the Code of Conduct.

The Role of the Governing Body:

1. sets the overall budget for the school
2. decides on the staffing structure
3. decides on the level of pay for teachers
4. helps to decide the priorities for the school when the school improvement plan is being developed
5. ensures the national curriculum is taught to all pupils
6. monitors targets for pupil achievement
7. publishes national test and exam results
8. compares the performance of their school to similar schools
9. receives information about the quality of teaching in the school
10. has a published strategy for dealing with parental complaints and concerns
11. ensures health and safety /risk management/safeguarding issues are addressed
12. sets the times of school sessions
13. works with the Head Teacher when making decisions
14. asks challenging questions
15. helps develop school policies and procedures
16. considers the repair and maintenance of school buildings
17. considers the use of school premises outside school hours
18. appoints committees of governors to look at specific issues such as finance, staffing, curriculum.

The Governing Body does not:

1. inspect the school
2. report on the quality of teaching after visiting the school
3. share concerns about staff capability
4. decide on how pupils are taught different subjects
5. have the right to exclude a pupil
6. write the school's policies on its own
7. authorise all expenditure
8. rubberstamp recommendations from the Head Teacher.
9. need to be aware of the performance objectives which have been set for individual teachers

(See Appendix 7)

Chair – key tasks

- To ensure the governing body functions effectively, giving clear leadership, direction and ensuring a focus on the core functions
- To encourage the governing body to work as an effective team and contribute fully, building their skills, knowledge and experience.
- To make sure, with the clerk, that the governing body's business is conducted in accordance with the law.
- Ensure that governors know and follow the rules and codes of conduct ensuring democracy.
- To make it clear that all governors must accept collective responsibility for decisions taken at governors' meetings.
- To be available to make “emergency” decisions under Chair’s Action and to report any urgent action taken on behalf of the governing body, making sure it is fully explained.
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- Construct and agree the agenda for meetings, together with the clerk, taking account of the recommendations of the Head Teacher and requests from other governors and keep good order in meetings.
- To approve draft minutes for publication taking account of confidential items.
- To use time effectively by planning the year’s cycle of meetings and a timetable for action.
- Ensure governors' participation in and between meetings.
- Help new governors become involved in the work of the governing body.
- Ensure all decisions are understood and that necessary action is taken.
- Ensure governors receive all relevant information and materials.
- Check that decisions taken by the governing body are enacted.
- Be proactive with regard to recruitment and retention on the governing body.
- Ensure succession planning within the governing body.
- Help the governing body understand its own strengths and weaknesses.
- To establish and foster an effective relationship with the Head Teacher based on trust and mutual respect for each other’s roles.
- To ensure that the governing body acts as a sounding board to the Head Teacher and provides strategic direction.
- Listen and be a critical friend to the Head Teacher.
- To carry out any duties delegated by the governing body, be seen in school regularly, attend school functions or make sure another governor represents them, work with the LA, be accessible to other governors, staff and parents and meet governors from other schools.
- Report decisions of the governing body to parents, staff and others regularly.
- Co-ordinate the governing body role in OFSTED Inspections and LA reviews.
- Manage the complaints process.
- Attend LA briefings where beneficial.
- Involve the vice-chairs so that he/she is in a position to act if you are not available.

Vice Chair (s) – key tasks

- To liaise on a regular basis with the chair and Head Teacher to ensure the vice chair is fully informed.
- To take on responsibilities delegated to them by the chair.
- To deputise for the chair in their absence.
- To establish and foster an effective relationship with the Head Teacher based on trust and mutual respect for each other's roles.
- To be seen in school regularly, attend school functions or make sure another governor represents them, work with the LA, be accessible to other governors, staff and parents and meet governors from other schools.
- To use time effectively by planning the year's cycle of meetings and a timetable for action in conjunction with the chair.
- Ensure governors' participation in and between meetings.
- Listen and be a critical friend to the Head Teacher.
- Attend LA briefings or other LA events on chair's behalf if necessary.

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 need to help the school raise standards
- reporting to governors three times a year via a Head Teacher's report

Year Planner for full governing body meetings

Setting an effective agenda for full governing body meetings can significantly help the governing body to focus on its workload and key priorities. Governor Services provides guidance and a model agenda on a termly basis. However, governing bodies are encouraged to develop their own agendas and an example annual meeting planner can be found in appendix 3 with further guidance that will help governing bodies to build appropriate agendas across the year covering all the standard, procedural, specific termly and strategic items. Further guidance can be obtained from the Clerk or Governor Services (see appendix 3) The academy has also developed the governing body annual meeting and monitoring planner which notes the additional agenda items and monitoring visits required throughout the year that are strategically linked to the school development plan. This can be found on sharepoing

Meetings

Attendance and apologies

Good attendance at meetings, both full governing body and committees, is important so that all governors develop a good overall understanding of school business and are involved in making corporate decisions.

All formal meetings of the governing body have to be quorate in order to make decisions. The Department for Education (DfE)'s model articles suggest that the quorum is usually 3 trustees, or 1/3 of the total number of trustees if that number is greater than 3 (excluding any vacancies). Committee meetings must also be quorate for decisions to be made (see committee terms of reference). The quorum for the purposes of:

1. appointing a parent Governor under Article 55;
1. any vote on the removal of a Governor in accordance with Article 65;
2. any vote on the removal of the chairman of the Governors in accordance with Article 89;

shall be any two-thirds (rounded up to a whole number) of the persons who are at the time Governors entitled to vote on those respective matters.

Attendance at meetings is monitored by the Clerk to the Governing Body. If governors cannot attend a meeting then they should give their apologies to the Head Teacher or chair. The governing body decides whether or not to accept apologies. If a governor's apologies are not accepted and the governor does not come to meetings for a period of more than six months then they will be disqualified from the governing body. (The date is calculated from the date of the first full governing body meeting missed without permission.) Where governors fail to send their apologies in advance of a meeting their apologies may not be accepted or approved after the meeting.

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

Committees

Kibblesworth Academy has 3 committees in addition to the FGB meeting:

- Education Committee
- Resources Committee
- Audit committee (same members and meeting time as resources committee)

The terms of reference for the FGB and committees can be found below.

Terms of reference **Full Governing Body (at least three meetings per year)**

QUORUM: 3 trustees, or 1/3 of the total number of trustees if that number is greater than 3 (excluding any vacancies).

1. To determine the strategic direction and vision of the school.
 2. To monitor and evaluate the performance of the school receiving reports from the Head Teacher and to hold the Head Teacher to account.
 3. To receive reports and ratify recommendations from committees.
 4. To approve the annual budget and ensure financial probity.
 5. To consider business tabled by the Local Authority.
 6. To investigate financial irregularities (if the Head Teacher is suspected).
 7. To agree selection panel for Head Teacher and deputy head appointment.
 8. To suspend or end suspension of Head Teacher.
 9. To agree the Instrument of Government and any amendments thereafter.
 10. To elect (or remove) the chair and vice chair.
 11. To appoint or dismiss the clerk to the governors.
 12. To appoint and remove community/co-opted governors.
 13. To set up a Register of Pecuniary Interests.
 14. To consider to exercise delegation of functions to committees.
 15. To review and adopt the Governing Body Delegation Planner.
 16. To determine the Governing Body procedures (where not set out in law).
 17. To review at least once a year the establishment, terms of reference and membership of committees.
 18. To set the times of school sessions and term/holiday dates (where applicable).
 19. To consider the school's Self Evaluation assessments.
- To adopt Financial Regulations.
20. To consider risk analysis regularly.

21. To review the performance of the governing body and consider training needs.
22. To ensure adequate safeguarding procedures are in place.
23. To publish proposals to change the category of the school.
24. To consider forming a Multi Academy Trust or joining an existing Multi Academy Trust.
25. To consider requests from other schools to join the Multi Academy Trust.
26. To leave a Multi Academy Trust.

(The above should be in accordance with the agreed levels of decision making in the Delegation Planner).

- To note visits to school by Governors.
- Instrument of Government.

Terms of reference: Resources committee

Purpose: To maintain oversight of the academies financial, physical and personnel resources and ensure compliance within these areas in terms of the statutory and strategic functions of academy governance (in line with the trusts articles of association.)
Authority: The Resource Committee is authorized by the Governing Board to review and make decisions relating to Financial matters as highlighted in the monitoring section of this terms of reference.
Membership: <ul style="list-style-type: none">• The chair to the committee will be appointed by a nomination and voting process at the FGB in the autumn term.• The committee will be constituted of at least 3 governors and must be quorate for voting to occur.• The Headteacher is a member of the committee and the school business manager is an associate member• Members of staff who are governors shouldn't be present at any meeting where the pay or appraisal of individual staff members is discussed. They can remain in meetings where the quality of teaching is discussed in general terms, for example, "two of our teachers are at target and we have concerns about one", but not where they could identify the staff members being discussed.
Quorum: <ul style="list-style-type: none">• Until otherwise determined by the Governing Board, a quorum shall consist of 3 members of the committee.• Associate members can vote at committee meetings but not at the full board of trustees meeting.• Any trustee may attend a meeting of the resources committee, including those who are not members of the resources committee. <p>When a vote is tied, the chair of the board has the casting vote. The exceptions to this are when: 1) The vote is tied in a committee and the chair is an associate member, rather than a governor. 2)The committee has been established to exercise functions relating to the appointment, grievance, conduct and discipline, capability, suspension or dismissal of individual members of the school staff</p>
Meetings: <ul style="list-style-type: none">• The committee will meet at least every term, that is three times a year. The meetings will be chaired by a nominated chair or in his/her absence a temporary chair will be nominated at the meeting from those present.• An agenda and covering notes will be issued at least one week before the meeting. Agenda items should be sent to the chair at least ten days before the meeting. The chair

<p>may at his/her discretion accept additional agenda items at the meeting under 'Any other business'.</p> <ul style="list-style-type: none"> • Apologies should be sent to the committee chair and Headteacher in advance of the meeting • Minutes of the committee's meetings will be shared with the board and made available to the public on request suitably redacted for any confidential information. • 	
<p>Policies and compliance:</p> <p>The committee will review or ratify the following policies/documents</p>	
<ul style="list-style-type: none"> • Charging and remissions • Data protection policy • Health and safety policy • Staff discipline, conduct and grievance • Allegations against staff • Grievance policy • Equality objectives • Whistleblowing policy • Capability policy • Accounting policies • First Aid policy 	<ul style="list-style-type: none"> • Gifts and hospitality policy • Freedom of information publication scheme • Gifts and hospitality • Competitive tendering policy • Governors allowances • Investment policy • Privacy notices • Risk assessment policy • Teacher pay policy • Capability policy • Communication policy • Extended schools policy
<p>Monitoring: Finances</p> <ul style="list-style-type: none"> • To consider and agree the Annual Budget each financial year for formal agreement by the Governing Body. • To establish and monitor links between the School Improvement / Development Plan and budget taking account of priorities. • To evaluate the effectiveness of spending decisions linked to the School Improvement / Development Plan. • To consider longer term financial planning linked to the future needs of the school. • To ensure school meets its statutory obligations and complies with the terms of its funding agreement from the ESFA. • To monitor the budget throughout the year. • To make recommendations to the governing body regarding decisions due to be taken by the governing body that have financial implications to ensure economy, efficiency and effectiveness of resources. • To assess different expenditure proposals put forward and recommend priorities to the governing body. • To consider relevant contracts including Service Level Agreements (SLA). • To monitor the effectiveness of services provided through these SLAs and contracts. • To monitor pupil roll and income levels. • To review delegated spending limits annually (in line with the Academies financial handbook). • To consider/approve procurement/contracts in line with delegated limits and the financial handbook. • To receive information on grants and miscellaneous income. • To receive information on community-based activities and income. • To receive information and audit on school fund account. • To consider outturn statement • To consider and determine response to any financial matters including consultation on changes to funding formula. 	

- To investigate irregularities.
- To approve and set up an expenses scheme.
- To ensure appropriate administration and audit of the School Fund.
- To oversee the submission of the accounts annually.
- To consider and ensure best value at all times.
- To consider financial benchmarking data.
- To self-evaluate the financial competencies of governors.

Resources

- To review the Health & Safety Policy and to ensure health and safety issues are met.
- Take reasonable steps to make sure that the school is following the employer's policy and procedures e.g. through regular discussion at governance meetings
- Ensure staff receive adequate training to enable them to carry out their responsibilities
- Promote a sensible approach to health and safety, making use of competent health and safety advice when required
- Work in close partnership with the headteacher and senior management team to support sensible health and safety management and to challenge as appropriate
- To receive reports on condition of buildings and school environment (RFM/Aura link).
- To liaise with the Headteacher to ensure that an efficient and effective cleaning and grounds maintenance programme is in operation.
- To agree maintenance work to be done.

Personnel

- To conduct agreed arrangements for recruitment and selection.
- To conduct agreed procedures for capability, discipline, grievance, attendance updates and welfare issues.
- To conduct dismissal procedures.
- To conduct staff dismissal procedures according to agree policy / procedures and in accordance with delegation planner, statement of procedures for dealing with allegations of abuse against staff.
- To suspend staff (except Head Teacher).
- To end suspension (except Head Teacher).
- To consider, adopt or adapt LA advice on procedures and practice.
- To approve leave of absence for Head Teacher.
- To consider requests for leave of absence / early retirement / sabbaticals.
- Wellbeing updates.
- Exit interviews.
- Equality information and objectives statement for publication.
- Central Record of Recruitment/vetting checks.
- To review salary scale for the Leadership team.

Pay and performance review Committee (*)

- To review (1) performance objectives for Head Teacher (HT PM Reviewers) and (2) pay for Head Teacher (HT Pay Review Group). When considering executive pay, trustees must:

1) Make decisions on both salaries and any other benefits using a robust evidence-based process.

2) Ensure they're aware of broader business interests held by senior executives, and be satisfied that any payments made to them in relation to such interests don't undermine the transparency requirements for disclosing pay as part of the trust's annual accounts

- To consider pay awards for all staff based on performance (the Head Teacher should not advise on his/her own pay).

(*)The pay and performance review committee will comprise a minimum of 2 (non staff) governors for teaching staff and a minimum of 2 (non-staff governors) and the external advisor for the HT performance management committee. Governors will be chosen from the FGB at the autumn term meeting of each academic year. The pay and performance review committee will feedback to the FGB at the Spring term meeting with regards to pay decisions made and the impact on finances.

At the teaching staff performance review committee governors will receive anonymised reports on individual staff performance management targets, the degree to which they have been met and the headteachers recommendation on whether pay progression should be awarded. The committee will determine whether to award progression for any teacher who has completed a year of employment since the previous pay determination.

Approved by the governing board: Autumn 2021

Adopted by the [committee name]: Spring 2022

Terms of reference: Education Committee

Purpose:

The key purposes of the Education Sub-Committee are:

- to challenge the attainment levels within the school.
- to receive reports from school leaders about how well children are doing and ask searching questions about how we can continually make this better.
- to oversee any changes to the curriculum or introduction of new teaching styles.
- to oversee the provision for pupils with additional and special educational needs and for looked after children and children in care.
- to monitor and review the School Improvement Plan and Self Evaluation Framework
- to review the procedures in place to ensure the safety of pupils.
- to monitor the provision of wraparound care

Authority:

- This group is a delegated committee and has delegated powers to make decisions on behalf of the GB on matters relating to the curriculum.
- It offers recommendations to be agreed by the full Governing Body on wider school issues affecting the learning and teaching in the school.

Membership:

- There will be a minimum of three governors.
- A chair will be appointed to the committee and a clerk will be appointed.
- The Headteacher/ Deputy Headteacher will sit on the committee

Quorum:

- This group acts as a GB committee and as such there is a requirement for a minimum membership of at least two Governors plus the Head Teacher (or representative) present at all meetings. In addition, associate members may be co-opted by the Governing Body in order to draw on expertise and experience outside school.

Meetings:

- The committee will meet at least three times a year. (Once each term)
- The Minutes from the meeting will be verbally shared in the Full GB meeting and will also be available in the Education area on Sharepoint.
- The Minutes will also be made available to the public on request suitably redacted for any confidential information.
- If the Chair of the committee is unavailable, a temporary chair will be elected for the meeting.
- The Agenda will be distributed at least a week in advance of the meeting and the policies will be shared on the One Drive.
- Policies must be read and commented on before the meeting.

Policies and compliance:	
The committee will review and ratify the following policies:	
<ul style="list-style-type: none"> • Accessibility plan • Complaints policy • Freedom of information • Supporting medical conditions • Pupil premium • Gifted and talented • Curriculum policies • School website information • RSE policy 	<ul style="list-style-type: none"> • NQT policy • SEN information report • Attendance policy • British Values policy • Curriculum policy • Learning and teaching policy • EYFS policy
Monitoring: The committee will be responsible for: <ol style="list-style-type: none"> 1. Receiving, monitoring and reviewing child protection and Safeguarding report, and accident report. 2. Receiving, monitoring and reviewing attendance report. 3. Receiving, monitoring and reviewing complaints procedures statement. 4. Receiving, monitoring and reviewing register of students' admission to school. 5. Receiving, monitoring and reviewing register of Pupil Premium students 6. Reviewing Pupil Premium spending plans. 7. Receiving, monitoring and reviewing of students' medical conditions – policy/procedure. 8. Considering and approving admissions arrangements. 9. Receiving, monitoring and reviewing report on SEN/Inclusion. 10. Receiving a Safeguarding report. 11. Receiving, monitoring and reviewing exclusions 12. Receiving, monitoring and reviewing the sex and relationships education policies 13. School information published on website. 14. Monitoring and reviewing pupil and school performance (including ASP). 15. Monitoring targets for pupil achievement. 16. Monitoring and reviewing progress of groups including Pupil Premium impact and closing the gap. 17. Monitoring and reviewing any action plan arising from monitoring and inspection by LA, HMI or OFSTED. 18. Receiving monitoring and inspection reports from the Achievement Partner, LA, OFSTED or HMI. 19. Assisting in the development of the School Improvement / Development Plan. 20. Contributing to school self-evaluation. 21. Monitoring and reviewing spending and impact of Sports Premium funding. 	
Approved by the governing board: Autumn 2021	
Adopted by the [committee name]: Spring 2022	

Terms of reference: Audit committee

Purpose

To maintain an oversight of the Kibblesworth Academy Trust's financial, governance, risk management and internal control systems.

Authority

The Audit Committee is a committee of the Kibblesworth Academy Trust Board and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board.

The Audit Committee is authorised to request any information it requires from any employee, external audit, internal audit or other assurance provider. In consultation with the Accounting Officer and/or the Trust Board, obtain outside legal or independent professional advice it considers necessary.

Membership

- The membership of the audit committee will comprise a minimum of 3 trustees.
- The chair of the board of the academy trust and the chair of the finance committee shall not serve as chair of the audit committee.
- Staff employed by the trust may be invited to attend the audit committee to provide information and participate in discussions but should not be members of the committee.
- Any trustee may attend a meeting of the audit committee, including those who are not members of the audit committee.
- The chief executive officer/accounting officer and chief financial officer should also attend meetings.

Quorum

Until otherwise determined by the Governing Board, a quorum shall consist of 2 members of the committee.

Meetings and Reports

The committee will meet at least every term, that is three times a year. The meetings will be chaired by a nominated chair or in his/her absence a temporary chair will be nominated at the meeting from those present.

An agenda and covering notes will be issued at least one week before the meeting. Agenda items should be sent to the chair at least ten days before the meeting. The chair may at his/her discretion accept additional agenda items at the meeting under 'Any other business'.

Minutes of the committee's meetings will be shared with the board and made available to the public on request suitably redacted for any confidential information.

The Audit Committee will provide an annual summary report provided by the internal auditor in areas reviewed by internal audit covering key findings, recommendations and conclusions

Policies and Compliance

The committee has no executive powers or operational responsibilities/duties and will therefore not sign off or agree any changes to policies although it can make recommendations on these issues.

The Audit committee will also make recommendations to the Trust Board on any compliance issues that it see fit

Monitoring:

The Audit Committee will:

- oversee the trust's risk register and, on the advice of the CEO/accounting officer and CFO, conduct a regular review of risks
- take delegated responsibility on behalf of the board of trustees for examining and reviewing all systems and methods of control both financial and otherwise including risk analysis and risk management; and for ensuring the Trust is complying with the overall requirements for internal scrutiny, as specified in the Academies Financial Handbook.
- agree an annual programme of internal scrutiny with the trust's internal auditors for checking financial systems, controls, transactions and risks.
- ensure that the programme of internal scrutiny delivers objective and independent assurance. provide assurance to the Trust Board that risks are being adequately identified and managed advise the Trustees on the adequacy and effectiveness of the Academy Trust's systems of internal control and governance processes, securing economy, efficiency and effectiveness (value for money)
- consider the appropriateness of executive action following internal audit/internal scrutiny reviews and to advise senior management on any additional or alternative steps to be taken
- advise the Trust members on the appointment, reappointment, dismissal and remuneration of auditors (both external auditors and internal audit), although the ultimate decisions on these matters resides with the Trust members as opposed to the Trust Governors.
- monitor the effectiveness of auditors
- review the findings of the external auditors and agree any action plan arising from it
- ensure there is co-ordination between internal audit and external audit and any other review bodies that are relevant
- consider the reports of the auditors/scrutineers and, when appropriate, advise the Trust Board of material control issues.
- encourage a culture within the trust whereby each individual feels that he or she has a part to play in guarding the probity of the Trust, and is able to take any concerns or worries to an appropriate member of the management team or in exceptional circumstances directly to the Board of Trustees
- provide minutes of all Audit Committee meetings for review at board meetings

Approved by the Governing Board: Autumn 2021

Adopted by the Audit Committee: Spring 2022

Appeals and Complaints Committee

QUORUM: 3 members

The membership is to be established on an ad hoc basis and not include any governors involved in the original decision and be a minimum of 3 governors.

This committee would deal with any appeals (salary reviews, staff grievances, staff dismissals, complaints).

Election and Appointment Arrangements

The arrangements for the election of parent and staff governors are delegated to the Head Teacher. The governing body appoints Community/Co-opted governors and the Local Authority appoints Local Authority governors. NB – terminology and appointment arrangements may differ in some cases depending on whether or not the governing body has reconstituted under the School Governance Constitution Regulations 2012 (if so, the LA can nominate Local Authority governors for the governing body to agree)

Associate members may be appointed by the governors to bring additional expertise and experience to the governing body and its committees. All governors are responsible for the recruitment of new governors and supporting the retention of these. The aim is to ensure that the membership of the governing body is representative of the community served. Materials are available from the Local Authority's Governor Services to support these processes.

Appointment of the Chair

Term of office: One year

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

Appointment of the Vice Chair(s)

Term of office: One year

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

Suspension of governors

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

- that the governor, being a person paid to work at the school, is the subject of disciplinary proceedings in relation to their employment.
- that the governor is a subject of proceedings in any court or tribunal, the outcome of which may be that they are disqualified from continuing in office as a governor (Under Section 6 of the Constitution Regulations 2007 or Section 4 of the Constitution Regulations 2012).
- that the governor has acted in a way that is inconsistent with the ethos or religious character of the school and has brought or is likely to bring the school or the governing body into disrepute.

- that the governor is in breach of their duty of confidentiality to the school or to any member of staff or pupil at the school.

If the governing body is considering this action it may wish to seek the advice of the Clerk to the Governing Body to ensure actions occur in a legal manner.

Support for new governors

To help new governors learn about their role and quickly contribute to the work of the governing body, there will be an initial meeting with the chair and the Head Teacher and a mentor (a named and experienced governor) will be appointed. The orientation process will be structured using the schools orientation handbook.

<https://kibblesworthacademy.sharepoint.com/:w/s/FullGoverningBody/EQQBYmm8RNJEi6wxlqwRRV8BUPrSQXSyHeOI2ozE86e9Pw?e=Tjanlg>

Kibblesworth Academy encourage all new governors to take up training opportunities – especially Induction – offered by Governor Services.

Skills audits will be completed for each new governor and an induction package created as a result of this.

(For useful information see Appendix 6, 10 and 11)

How governors are involved in monitoring

Monitoring is an essential part of the role of governors in supporting the school's own self-evaluation process which help to raise standards. By being involved in monitoring, governors, working in partnership with the Head Teacher and teaching staff of the school, will develop a better understanding of how well the plans and policies are working in practice. They will then be able to use this information to better inform future strategic planning. The work of the governing body should also be monitored and evaluated.

The purpose of monitoring is to:

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

Methods of monitoring:

Information provided in the Head Teacher's Report

Committee work

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

School visits / Link governors

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

It is suggested that termly visits are necessary to fulfil monitoring obligations.

Some governors may be linked to specific priorities / to subjects / year groups or key stages / priorities from the School Development Plan. (see Appendix 9)

Visits may involve meeting teachers and pupils, visiting classes, attending assemblies, book scrutinies, learning walks, etc. All governors are encouraged to attend school productions. All visits should be planned in consultation with the Head Teacher and the Visits Protocol should be followed (see Appendix 8). A visit record form should be completed using Forms (on office 365) after every visit.

Notes of visit

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

The Head Teacher's report to the governing body

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

- the number of pupils on roll
- attendance data
- the names and responsibilities of all members of the teaching and non-teaching staff
- information on staffing including staff absences
- information about staff training which has taken place, the impact and future needs
- the organisation and sizes of classes or year groups in the school
- the numbers and percentages of pupils taking paid and free school meals, packed lunches
- data on pupils in the school with special educational needs
- data on pupils in the school with EAL
- data on looked after pupils
- data on complaints
- data on exclusions
- information on standards and attainment including trends (for example by year, gender, Pupil Premium or non-Pupil Premium, prior attainment or ethnicity)
- proposed attainment and progress targets for pupils throughout the school
- the success of cohorts of pupils in meeting targets and reasons for any shortfall/excess
- specific targets relating to relevant groups of the pupil population (for example, Looked After Children, more able children, Pupil Premium)
- a commentary on the ASP report on the school's performance
- the particular steps the school has taken to improve its management and organisation
- ways in which schools have developed the whole curriculum to reflect particular needs and circumstances and have enabled pupils to apply their skills in a wide variety of subjects
- information on any safeguarding/health and safety issues
- the arrangements that have been made over the previous term for parental consultation and how far these have succeeded
- information on engagement with the community

APPENDIX ONE: COMPOSITION OF THE GOVERNING BODY.

According to the academy's articles of association the number of Governors shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum. The Members may appoint up to 4 Governors. The Members may appoint Staff Governors through such process as they may determine, provided that the total number of Governors (including the Principal) who are employees of the Academy Trust does not exceed one third of the total number of Governors. The Principal shall be treated for all purposes as being an ex officio Governor. The academy will appoint up to 4 and a minimum of 2 Parent Governors appointed under Articles 51-56. the Parent Governors shall be elected by parents of registered pupils at the Academy. A Parent Governor must be a parent of a pupil at the Academy at the time when he is elected. The Governors may appoint up to 3 Co-opted Governors. A 'Co-opted Governor' means a person who is appointed to be a Governor by being Co-opted by Governors who have not themselves been so appointed. The Governors may not co-opt an employee of the Academy Trust as a Co-opted Governor if thereby the number of Governors who are employees of the Academy Trust would exceed one third of the total number of Governors (including the Principal). The secretary of state has powers to appoint additional governors under exceptional circumstances.

We have 11 governors: 3 parent governors (1 vacancy), 2 community/co-opted governors [currently 1 vacancy here], 3 member appointed (1 vacancy) 3 staff governors, headteacher (ex officio) and an associate member.

Membership and contact details as at 1st September 2021

Governor Type	Name	Contact details
Co-opted	Nicky Campion	nickycampion@kibblesworthacademy.org.uk
Co-opted	Agnes Low	AgnesLow@kibblesworthacademy.org.uk
Member appointed	Kimberly Ivory	Kimberleyivory@kibblesworthacademy.org.uk
Member appointed	Craig Daly	Craigdaly@kibblesworthacademy.org.uk
Head Teacher (ex officio)	Craig Steel	Craigsteel@kibblesworthacademy.org.uk
Parent	Emma Roberts	Emmaroberts@kibblesworthacademy.org.uk
Parent	Jason Cochrane	Jasoncochrane@kibblesworthacademy.org.uk
Parent	Emily Miller	Emilymiller@kibblesworthacademy.org.uk
Staff	Anna Watling	Annawatling@kibblesworthacademy.org.uk
Staff	Sarah Renton	Sarahrenton@kibblesworthacademy.org.uk
Associate Member	Ken Etherington	Kenetherington@kibblesworthacademy.org.uk

Associate Members

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

Appendix 2 – Committee Structure

Committee	Members
Resources	Craig Daly (committee chair), Nicky Campion, Kimberley Ivory, Craig Steel, Ken Etherington (associate member)
Education	Jason Cochrane (Committee chair), Sarah Renton, Agnes Low, Anna Watling, Emma Roberts, Emily Miller
Audit committee	Craig Daly (committee chair) Nicky Campion, Kimberley Ivory (associate members- Craig Steel, Ken Etherington,)
Appeals (Staffing, Dismissal, Appeals, Pupil Discipline, Curriculum, Lettings, Complaints)	To be convened as required with available non-school governors not previously involved in relevant discussions

Each committee meets at key intervals each term

The chair of each committee is responsible for setting the agenda in discussion with the Head Teacher.

All members may ask for items to be included on the agenda.

Each committee will have an annual programme of work.

Each committee will produce written minutes. These will be sent to the chair of the committee and the Head Teacher to check and make amendments before being circulated. The clerk of governance will also be copied in for distribution.

Appendix 3: Year planner for full governing body meetings

Items that should be included on each agenda

- **Declaration of interests** – pecuniary and other conflicts of interest as relevant and appropriate to the agenda
- **Receive and consider apologies** for acceptance or not
- **Membership update** including appointment of community/co-opted governors, appointed parent governors and associate members, welcomes and introductions, any mentoring arrangements
- **Identification of any additional items** not on the agenda and consideration of the best way to deal with them
- **Agreement of the minutes** of the previous meeting
- Consideration of any **confidential items**
- Consideration of any **matters arising**
- Consideration of **committee minutes** if available
- **Health and safety/safeguarding/risk management** items

Items that should be done on a regular basis

- Receive Head Teacher's report (separate guidance is available)
- Monitor school development or improvement plan
- Monitor the school's self-evaluation
- Agree any policies reviewed by committees
- Review pupil progress and attainment
- Review the effectiveness of the governing body (GB) (support materials are available)
- Review the school's vision
- Consider GB training needs
- Discussion of views of key stakeholders (parents, pupils, staff, community)
- Consideration of reports from the Local Authority
- Confirmation of dates and times of future meetings

Remember the Full Governing Body must meet at least **three** times per academic year and must deal with the following; these items cannot be delegated to a committee or an individual:

- Agree constitutional matters
- Consider a change of category
- Appoint new governors as set out in the Instrument of Government (or Articles of Association)
- Appoint or remove the Chair and Vice Chair
- Appoint or remove a Clerk to the governing body
- Establish the committees of the governing body and their terms of reference
- Consider clerking arrangements for committees
- Suspend or remove a governor
- Decide which functions of the governing body will be delegated to committees, groups and individuals (decision planner) and review annually
- Receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the governing body is necessary
- Agree Special Educational Needs Policy
- Agree Pay Policy
- Agree selection panel for Head Teacher and deputy Head Teacher appointments

Autumn term – full GB

(Some of these may also be usefully done in the summer term ready for autumn.)

- Discuss and agree procedures including decision planner
- Review remits and membership of committees. Consider the need for any working groups. Appoint clerks to committees where appropriate. The full GB can delegate the election of chairs of each committee to the committee themselves.
- Elect chair and vice chair (s)
- Appoint link governor/s to specific responsibilities where appropriate and in line with the school's priorities (separate guidance is available)
- Agree a programme of meetings for the year including committees
- If the school is its own admission authority (foundation and VA) draw up an admissions policy for the next school year if it needs to change (beginning of the term)
- Sign the register of pecuniary interests
- Sign the code of conduct
- Review National Curriculum tests, SATs, phonic screening, and other exam results
- Sign the Schedule of Delegated Levels of Authority
- Consider other financial items (see Appendix 4)
- Agree Pay policy (and Appraisal and Capability if not done at committee)
- Agree the annual safeguarding report
- Receive achievement partner's annual report.
- Consider the Head Teacher's report

Spring term – full GB

- Consider the Head Teacher's report
- Publish early in term proposed admissions arrangements for autumn of next year (schools which are admissions authorities)
- Review and agree Service Level Agreements
- Feedback from performance review committee
- Feedback from Headteachers performance review committee
- Feedback on annual accounts review.

Summer term – full GB

- Consider the Head Teacher's report
- Review progress of the school improvement plan and consider priorities for the new academic year.
- Agree budget if not agreed in spring term (or at Finance Committee)
- Academies – agree budget for new financial year in September
- Note the arrangements for the election of Chair and Vice Chair in the autumn term
- Approve non-teaching days (staff development days)
- Approve term and holiday dates (for VA, foundation schools and academies)
- Schools that are admissions authorities - to publish online their entry arrangements

Appendix 4 Resources Committee

Responsibility planner (to be reviewed each Autumn Term)

(revised Sept 21)

FUNCTION		RESPONSIBILITY
1.	BUDGET PREPARATION	
1.1	Prepare and agree the Annual Budget Plan for formal submission to the Governing Body, taking account of: <input type="checkbox"/> School Development Plan priorities <input type="checkbox"/> Premises Maintenance Plan	Head Teacher/ SBM
1.2	Prepare reports for the information of the Governing Body outlining reasons for the principal changes to the Budget during the course of the year.	Head Teacher/ SBM
2.	BUDGET MONITORING AND CONTROL	
2.1	Review progress against all budget heads at ordinary meetings once each term and take such action on significant variations as appropriate or make any necessary recommendations to the Governing Body.	Head Teacher/ SBM
2.2	Provide the Committee with information on all significant variations.	Head Teacher/ SBM
2.3	Ensure that the Committee is provided with appropriate information on all matters of financial significance that may affect the agreed budget.	Head Teacher/ SBM
2.4	Ensure that all staff, who are involved in the incurring of expenditure and receipt of income and who are in any other way involved in the management of the School's finances, are fully conversant with Financial Regulations.	Head Teacher/ SBM
2.5	Implement the expenditure and income proposals agreed in the budget, subject to the restrictions of Financial Regulations and to the rules governing the acceptance of contracts.	Head Teacher/ Director of Support
3.	VIREMENTS	
3.1	The Academy will operate one current account. It is not anticipated that further accounts will be required. The opening of any further accounts must be authorised by The Finance and Staffing Committee who must set out, in a formal memorandum, the arrangements covering the operation of accounts, including any transfers between accounts and cheque-signing arrangements. The operation of systems such as Bankers Automatic Clearing System (BACS) and other means of electronic transfer of funds must also be subject to the same level of control.	
4.	CONTRACTS/PROCUREMENT (Also refer to Financial Regulations for Schools for requirements regarding quotations and the reporting of decisions)	
4.1	Limitations applying to the agreement of contracts/orders are as follows:	
	Contracts / orders under £ 2,500	SBM/ Head teacher

	Contracts/ orders between £2,500 and £5,000	Head Teacher authorisation
	Contracts/orders between £ 5,000 and £15,000 (With the exception of school meals payments where SBM has the authority to pay)	Finance Committee
	All goods/services ordered with a value over £15,000, or for a series of contracts which in total exceed £15,000. must be discussed by the full GB and are subject to formal tendering procedures. Ensure that details of the discussion are entered in the minutes	FGB
	Disposal of assets above £1000 in conjunction with the secretary of state	FGB
4.2	Prepare reports for the Governing Body on contracts let where the recommended tender was not the lowest if payment is to be made, or not the highest if payment is to be received.	Head Teacher/SBM FGB
4.4	Ensure that all purchases comply with the Academy's financial handbook.	Head / SBM
5.	AUDIT REPORTS	
5.1	Consider the contents of any report supplied by the Audit Service from Baldwins and make any necessary recommendations to the Governing Body.	Head Teacher/ SBM
6.	CHARGES AND LETTINGS	
6.1	Approve a Charging and Remissions Policy	Resources
6.2	Carry out an annual review of the scale of the charges.	SBM / Resources
6.3	Approve a Lettings Policy	Resources
6.4	Determine the scale of charges for lettings.	SBM / Resources
6.5	Carry out an annual review of the scale of charges.	SBM
7.	INSURANCES	
7.1	Carry out an annual review of all insurances.	SBM
8.	GENERAL	
8.1	Ensure that all information requests of the ESFA are complied with.	HT / SBM
8.3	To investigate irregularities	Finance Committee
8.5	To monitor pupil numbers	HT / SBM
8.6	To receive any health and safety reports	Head Teacher/ Director of Support

8.7	To ensure any health and safety issues are met	HT / SBM / Resources
8.8	To receive reports on the condition of the buildings and school environment and agree action as appropriate	Head Teacher / Resources
9	PREMISES	
	The resources Committee must approve repairs and replacements over £2,500, and the GB over £5,000 unless there are exceptional and urgent circumstances, in which case the SBM should obtain the approval of the Chair of the Committee, or in his/her absence, any member of the Finance and Staffing Committee may provide the relevant approval.	Resources/FGB/ Committee chair

Kibblesworth Academy ICARE behaviour values

Values are “the way we do things at Kibblesworth”; they are our collective beliefs, principles, and standards of behaviour. The ICARE core values should be displayed for pupils, parents, stakeholders, governors and other agencies to see, loud and proud, throughout our school. These values are our explicit way of communicating what all of these groups should expect us to demonstrate and model.

Our values should be the thread which runs through everything we do; it is the core of who we are and what we believe.

To help us consistently bring our values to life in a positive way, values based behaviours have been developed to underpin our values. The Academy’s values have been grouped together to form the acronym **ICARE**. This is to be used as the basis of the passport system for pupils this academic year, meaning that all stakeholders, staff, pupils, and governors, will all work to broadly the same set of values.

When we consistently demonstrate our values through our behaviours, we gain the trust of others.

In order to live our values: -

- We need to believe in them
- We need to think about them
- We need to talk about them
- We need to acknowledge when we see the values being demonstrated
- We need to pause and reflect when our behaviours are inconsistent with the core values

The values based behaviours below provide us with examples of behaviours that demonstrate our values and those that do not; however, it is not an exhaustive list. We all have good days and bad days; we need to appropriately support each other to be aware of how our behaviours impact on others. Think about how you might embed the values into your everyday practices.

INNOVATION

Our Values	Behaviours we want to see	Behaviours we don't want to see
<p>We Will...</p> <ul style="list-style-type: none"> • Look for better ways to do things • Embrace new ways of working • Continually develop ourselves <p>We will not...</p> <ul style="list-style-type: none"> • Allow things to continue without review • Be negative towards new ideas and ways of working • Think we have nothing else to learn • Ignore problems and just hope they will go away 	<p>Continually reviewing what we do and considering whether it is still relevant and required.</p> <p>Understanding and modelling best practice and working within professional codes.</p> <p>Displaying curiosity about how to improve the way we do things and the outcomes for pupils.</p> <p>Making improvements, no matter how small.</p> <p>Recognising that it takes courage to try something new; support and encourage those who experiment and innovate in the classroom.</p> <p>Adopt a growth mindset – “There is no failure, only deferred success”.</p> <p>Involving staff with creating new ways of working, generating ideas, and developing a better work life balance.</p> <p>Taking personal responsibility to keep up to date with new initiatives, guidelines and practices.</p>	<p>Making changes without due consideration, planning or risk assessment.</p> <p>Ignoring problems in the hope they will just go away.</p> <p>Negativity to new ideas and new ways of working.</p> <p>Not taking the initiative, leaving things for others to do.</p> <p>Allowing things to just continue the way they always have because “that’s how we do it here.”</p> <p>Not seeking input from others around new ways of working / ideas, especially those that might be affected.</p> <p>Thinking we have nothing else to learn.</p> <p>Preventing or not supporting others to develop.</p> <p>Discouraging others from taking the initiative or generating ideas.</p>

	<p>Provide development opportunities for all.</p> <p>Recognising and supporting positive, innovative ideas and changes.</p>	Blaming others when things go wrong.
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CARE

Our Values	Behaviours we want to see	Behaviours we don't want to see
<p>We Will...</p> <ul style="list-style-type: none"> • Put ourselves in other people's shoes • Be approachable • Be sensitive and considerate • Listen, respond and support • Be non-judgmental 	<p>Understanding and empathising with others</p> <p>Offering to give help or support</p> <p>Giving our time and full attention to others</p>	<p>Ignoring or failing to understand the feelings / needs of others</p> <p>Demonstrating negative behaviours e.g. body language or facial expressions which indicate we are not interested in engaging with others</p>
<p>We will not...</p> <ul style="list-style-type: none"> • Ignore or fail to understand others' needs • Ignore or avoid others • Make decisions without discussion with those people affected • Behave defensively to complaints or concerns • Belittle colleagues or treat anyone in an unprofessional way 	<p>Listening and understanding the views, aims, hopes and expectations of others</p> <p>Graciously accepting and addressing complaints and concerns</p> <p>Actively seeking opinions and feedback</p> <p>Treating each other in a fair, respectful and reasonable way</p> <p>Showing appreciation to others</p>	<p>Talking over, ignoring or walking away from others when they are speaking to us</p> <p>Making challenging decisions without discussion with the people who may be affected</p> <p>Behaving defensively to complaints or concerns</p> <p>Giving difficult news inappropriately, for example by email rather than face to face</p>

	<p>Understanding the impact of our emotions and behaviours on others and adapting accordingly</p> <p>Choosing life style options to maintain own health and well – being</p> <p>Maintaining an attitude of positivity</p> <p>Demonstrating a genuine interest in the health and well being of colleagues</p> <p>Practicing self-compassion through being forgiving and kind</p> <p>Understanding your limitations on time and effort; set priorities, decline, delegate, or ask for support when appropriate.</p>	<p>Failing to show appreciation to others</p> <p>Avoiding telling colleagues that they are doing something wrong or failing to act to address issues that adversely impact on others</p> <p>Failing to understand the impact of your own emotions and behaviours</p> <p>Making poor lifestyle choices such as poor diet, lack of exercise, displaying negativity, social withdrawal.</p> <p>Being hard on yourself and unforgiving about mistakes</p> <p>Over-committing your time and efforts.</p>
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ACCESSIBILITY (openness, honesty, transparency, trust)

Our Values	Behaviours we want to see	Behaviours we don't want to see
<p>We Will...</p> <ul style="list-style-type: none"> • Be honest • Be courageous • Admit mistakes • Share information • Do the right thing 	<p>Admitting when we made a mistake, apologising and putting it right</p>	<p>Covering up or ignoring mistakes or inappropriate behaviour, e.g. in relation to safeguarding</p> <p>Blaming others when things go wrong</p>

<p>We will not...</p> <ul style="list-style-type: none"> • Say things that are not true • Avoid difficult issues • Cover up mistakes • Intentionally delay or omit information • Make excuses 	<p>Being honest, particularly about difficult decisions / choices that have been made</p> <p>Providing timely and relevant information to others</p> <p>Doing what is right</p> <p>Asking questions and challenging positively and appropriately</p> <p>Confronting problems / issues, even though they might be difficult to resolve</p> <p>Being reflective, learning and sharing when things go wrong</p> <p>Working to the best of our ability and asking for help and support when needed</p> <p>Ensuring our actions are consistent with our words – “walking the talk”</p> <p>Reporting and escalating concerns when we see something that is not right</p> <p>Being open to asking for and receiving help and support</p>	<p>Avoiding issues because they will be difficult to manage / resolve</p> <p>Omitting, delaying or hiding relevant information from others</p> <p>Saying things that are not factual or true</p> <p>Breaching confidentiality or sharing information inappropriately</p> <p>Providing unconstructive feedback or holding back from giving feedback</p> <p>Failing to learn or share lessons when things go wrong</p> <p>Make excuses for poor performance or inappropriate behaviours / actions</p> <p>Behaving in a way that is inconsistent to what you say, not being authentic, e.g. “paying lip service”</p> <p>Struggling on alone and not accepting support when needed</p>
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RESPECT

Our Values	Behaviours we want to see	Behaviours we don't want to see
<p>We will...</p> <ul style="list-style-type: none"> • Value the skill and contribution of others • Tread each other fairly and reasonably • Appreciate and embrace difference • Be polite and helpful <p>We will not...</p> <ul style="list-style-type: none"> • Treat others less favourably • Be dismissive of others • Be insensitive or impolite • Fail to acknowledge others • Pre-judge others • Jump to conclusions 	<p>Treating others according to their needs in an unbiased and honest way</p> <p>Valuing everyone's individuality</p> <p>Valuing and acknowledging the contributions of others regardless of role of seniority</p> <p>Being punctual, doing things in good time and fulfilling our commitments to others</p> <p>Challenging others when they demonstrate behaviours which are not acceptable</p> <p>Accepting the views of others even if they differ from or challenge our own views</p> <p>Being fair, reasonable and realistic in our expectations of ourselves and others</p> <p>Adapting our communication style and behaviours to suit others</p> <p>Valuing diversity, treating everyone equitably and fairly</p>	<p>Treating others less favourably or as being less important</p> <p>Pre-judging/not valuing others as a result of own bias</p> <p>Placing greater importance / value on the contribution that some make over others</p> <p>Being late or failing to fulfil our commitments.</p> <p>Ignoring undesirable behaviours</p> <p>Not listening to or accepting the views of other, even if they differ from our own</p> <p>Placing unreasonable demands and expectations on ourselves or others</p> <p>Talking or acting in a way that is insensitive, rude, impolite, derogatory, or offensive to others</p> <p>Failing to adapt behaviour / communication style to the needs of others</p>

	<p>Acting on instruction promptly and effectively to ensure tasks are completed in a timely manner.</p> <p>Being sensitive and considerate to the needs of others</p>	<p>Ignoring, shutting down, or being dismissive of others.</p> <p>Avoiding tasks or given instructions in the hope that the problem will go away.</p>
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ENGAGEMENT

Our Values	Behaviours we want to see	Behaviours we don't want to see
<p>We will...</p> <ul style="list-style-type: none"> • Involve others • Listen • Work together • Share information and resources • Be involved in the life of the school • Support after school and community events where possible <p>We will not...</p> <ul style="list-style-type: none"> • Fail to involve others • Ignore or dismiss the views of other people • Work to our own agenda • Withhold information or resources • Withdrawn into our own rooms or departments • Think that after school and community events are someone else's responsibility. 	<p>Sharing information and involving people in decisions that affect them</p> <p>Actively seeking and encouraging the views and opinions of others, particularly from colleagues, parents or pupils who would not usually offer their views.</p> <p>Allowing an open expression of views and opinions and treating them all with the same value</p> <p>Involving people and recognising their experience and expertise are valuable</p> <p>Listening respectfully and being willing to change</p> <p>Taking responsibility and actively participating</p>	<p>Withholding information / ideas / best practice</p> <p>Failing to engage with other parts of the school, be it a different key stage, parents, admin or governors</p> <p>Forging ahead with preformed ideas just because we think that it is right</p> <p>Taking responsibility away from others</p> <p>Ignoring or dismissing the views of others</p> <p>Being rigid in approach; unwilling to compromise or change</p>

	<p>Understanding the importance and benefits of working across key stages and between teams.</p> <p>Encouraging the sharing of ideas and best practice</p> <p>Actively encouraging colleagues / parents / pupils to be partners in decision making</p> <p>Being clear about what we are asking of others</p>	<p>Unwilling to listen to or recognise the experience and expertise of others</p> <p>Not involving others in discussions, decisions or activities</p> <p>Preventing or discouraging the sharing of ideas or best practice</p> <p>No / little action to establish or participate in discussions or networks beyond the school</p> <p>Working to own agenda or thinking about only our part of the school</p> <p>Not involving colleagues / parents / pupils in decisions which affect them</p> <p>Failing to communicate our expectations clearly</p>
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Appendix 5 NGA Model Code of Conduct

Code of Conduct for School Governing Boards – August 2021 Version

Code of conduct August 2021

For governing boards

Governing boards should use a code of conduct alongside individual [role descriptions](#) to ensure all members understand what is expected of them.

The NGA model code of conduct is anchored in the Seven Nolan Principles of Public Life. The code is also aligned with the [Framework for Ethical Leadership in Education](#) which outlines principles that support ethical decision-making and challenge unethical behaviour in schools and trusts.

The model code has been updated for 2021. The content of the code is largely unchanged; however, the Nolan Principles are now included. Three new statements have also been added to the code. These are marked (*) to help you review the updated code.

How to use the model code

The NGA model code of conduct is suitable for boards in all types of school or trust. However, it is designed to act as a template and should be adapted to reflect:

- your specific governing board and organisation
- your board's delegated responsibilities
- specific policies that you must follow (such as your [policy for school monitoring visits](#))
- constitutional documents (such as your [articles of association](#) or instrument of government)

Reviewing your code of conduct

Boards should review and approve their code of conduct annually, ideally at the first meeting of the autumn term. When reviewing your code, reflect on the events of the previous year and consider if any changes are required as a result.

Boards should also review their code of conduct upon any significant changes to the law or school/trust policy. NGA recommends that boards publish their code of conduct on their school/trust website.

Using your code to support induction and development

When [recruiting new volunteers](#), we recommend that boards refer candidates to their code of conduct (and role description). This will help ensure new members have a good understanding of expectations before being appointed. New members should agree to the board's code of conduct on being appointed as part of their [induction programme](#).

Chairs may also use their code of conduct to support discussions such as annual governor performance reviews. In doing so, the code of conduct becomes a tool to help boards and individuals develop their governance practice.

Using your code of conduct to support effective teamwork

Effective governance requires effective teamwork: working collaboratively as colleagues with a solid understanding and respect for each other's roles.

NGA's [Effective teamwork](#) guidance sets out an approach to dealing with conflict or tension using a measured and conciliatory approach. The guidance advises that the most direct way to clarify the expectations of those governing is through a code of conduct.

Further reading

- [What governing boards and school leaders should expect from each other](#)
- [Governing board skills audit](#)
- [Model role descriptions for chairs, governors, trustees and governance professionals](#)
- [Effective teamwork: a guide for governing boards](#)

Thank you for using this document. If you have any feedback you'd like to share, please email kcfeedback@nga.org.uk

NGA Code of Conduct 2021

Once this code has been adopted by the governing board, all members agree to faithfully abide by it.

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

Selflessness

We will act solely in terms of the public interest.

Integrity

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

Objectivity

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

Accountability

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

Openness

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

Honesty

We will be truthful.

Leadership

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

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
 2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
 3. overseeing the financial performance of the organisation and making sure its money is well spent
- NGA recognises the following as the fourth core function of governance:*
4. ensuring the voices of stakeholders are heard

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. **For those working within a multi academy trust:* We will fulfil our role and responsibilities as set out in our [scheme of delegation](#).
3. We will develop, share and live the ethos and values of our school/s.
4. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
5. We will work collectively for the benefit of the school/s.
6. We will be candid but constructive and respectful when holding senior leaders to account.

7. We will consider how our decisions may affect the school/s and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the board if we have the authority to do so.
11. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's / trust's reputation in our private communications (including on social media).
14. *We will not discriminate against anyone and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

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

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. *We will work to create an inclusive environment where each board member's contributions are valued equally.
4. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

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

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school/trust's website.
5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.

6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the school/trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

**New statement added in 2021*

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

Adopted by: [Name of governing board] on [date]

Signed: [chair of board]

The [governing board] agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the full governing board.

Appendix 6 Governor Allowances and Expenses

Policy Statement on Governors' Allowances and Expenses

This policy statement has been developed in accordance with the Education (Governors' Allowances) Regulations 2003. These regulations give Governing Bodies the discretion to pay allowances from the school's annual budget allocation to governors for certain allowances which they incur in carrying out their duties. Kibblesworth Academy Governing Body believes that paying governors' allowances, in specific categories as set out below, is important in ensuring equality of opportunity to serve as governors for all members of the community and so is an appropriate use of school funds. The specific items allowable reflect this objective.

All governors of Kibblesworth Academy will be entitled to claim the actual costs, which they incur as follows:

1. Governors will be able to claim allowances providing the allowances are incurred in carrying out their duties, as a Governor or representative of Kibblesworth Academy and are agreed by the Resources Committee that they are justified before any reimbursable costs are incurred.
1. Governors will be able to claim for the following, on a case-by-case basis and with the prior approval of the Governing Body:
 - . childcare or babysitting allowances (excluding payments to a current/former spouse or partner);
 - . cost of care arrangements for an elderly or dependent relative (excluding payments to a current/former spouse or partner);
 - . the extra costs they incur in performing their duties either because they have special needs or because English is not their first language;
 - . the cost of travel relating only to travel to meetings/training courses at a rate of 24 pence per mile which does not exceed the specified rates for school personnel;
 - . travel and subsistence costs, payable at the current rates specified by the Secretary of State for the Environment, Transport and the Regions, associated with attending national meetings or training events, unless these costs can be claimed from the LEA or any other source;
 - . telephone charges, photocopying, stationery, postage etc; and
 - . any other justifiable allowances.

The Governing Body at Kibblesworth Academy acknowledges that:

- . Governors may not be paid attendance allowance;
- . Governors may not be reimbursed for loss of earnings.

Governors wishing to make claims under these arrangements, once prior approval has been sought, should complete a claims form (obtainable from the school office), attaching receipts where possible, and return it to the School within two weeks of the date when the allowances were incurred, when they will be submitted for approval by the Chair of Governors or Chair of Finance to be presented to the Resources Committee (which meets at least once per term) for final approval. Claims will be subject to independent audit and may be investigated by the Chair of Governors (or Chair of Finance in respect of the Chair of Governors) if they appear excessive or inconsistent. This policy will be reviewed annually.

Subsistence Allowances – Effective from 1st April 2016

Meal	£5.00
Lunch	£5.00
Evening Meal	£15.00

Or equivalent day subsistence not to exceed £40.00

Out of Pocket Allowances (residential training course) – Effective from 1st April 2016

Per Night £5.82
Per Week £23.33

Overnight Stay Allowance

Outside London £75.00 per night
In London £100.00 per night

Suggested claiming procedures

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

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

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

Appendix 7 Governing Body Decision Planner

- The rules in academies are simple – boards can delegate any functions **except the approval of the budget**. Remember, the governing body as a whole is responsible for any decision delegated. Any decisions taken must therefore be reported back to the governing body at the first available opportunity. This planner is based on advice from a national leader of governance and extracted from “The Key for school Governors.

Key

✓	Action can be taken at this level
	Not recommended for action to be taken at this level (this is a recommendation only, you can choose not to follow this if that works for your board)
	Action cannot be carried out at this level

FUNCTION	Task	FGB	Committee	Individual governor	Headteacher	We have delegated this to:
Admissions	Determine the school's admissions arrangements annually, including the published admission number (PAN) and the oversubscription criteria	✓	✓			FGB
	Make sure the school's admissions arrangements comply with the School Admissions Code and are fair, clear and objective	✓	✓			FGB
	Establish an independent appeals panel when there are admissions appeals	✓				FGB

Behaviour and exclusions	Arrange for suitable full-time education for any pupil of compulsory school age who has a fixed-term exclusion of more than five school days				✓	HT
	Convene a meeting to consider reinstating an excluded pupil and consider parents' representations about an exclusion in some circumstances	✓	✓	✓		This task can be delegated to the chair or vice-chair in cases of urgency.
	Arrange an independent review panel to consider permanent exclusions, where requested by parents	✓				FGB
Curriculum	Make sure the school teaches a broad and balanced curriculum to the age of 16				✓	HT
Finance and budgets	Make day-to-day spending decisions under the amount of £2,500 (SBM) and between £2,500 and £5,00 HT and SBM				✓	HT/ SBM
	Appoint a senior executive leader as the accounting officer for the	✓				FGB

	trust and a chief financial officer					
	Participate in annual accounts consolidation exercises as communicated by the Department for Education	✓	✓			Resources committee report to FGB
	Refer potentially novel and contentious transactions to Education and Skills Funding Agency (ESFA) for explicit prior authorisation	✓				FGB
	Appoint a registered statutory auditor and prepare annual financial statements in line with the ESFA's academies accounts direction	✓	✓			Resources committee. Reported to FGB Ultimate decision lies with the members
	Make sure that the trust has adequate insurance cover or has opted into the academies risk protection arrangement	✓	✓			Resources committee
	Establish an audit committee, or committee with an audit function, if annual income exceeds £50 million	✓				FGB
	Approve a balanced budget each financial year and submit to the ESFA	✓				Resources committee with final sign off from FGB

	Maintain a published register of interests, including the business and pecuniary interests of members, trustees and local governors	✓				Completed at FGB and committee meetings and member AGM
	Monitor impact of pupil premium funding	✓	✓		✓	FGB. Link Governor
	Primary schools: Monitor impact of PE and sport premium funding	✓	✓		✓	FGB. Link Governor
Governing body procedures	Hold full governing board meetings at least 3 times a year	✓				FGB
	Elect a chair and vice-chair of trustees	✓				FGB
	Appoint a clerk	✓				FGB
	Determine the constitution, membership and terms of reference of any committee it decides to establish and review this annually. Appoint or elect a chair for each committee	✓				FGB
	Check that all statutory policies and documents are in place	✓				FGB
	Delegate functions to committees and individuals	✓				FGB

Health & Safety	Monitor the implementation of the health and safety policy	✓	✓			Resources committee
	Make sure there is an appointed person in charge of first aid	✓	✓		✓	Head teacher.
Parents and the community	Make sure the required information is published on the school website	✓	✓		✓	Education committee. Head teacher/SBM
	Approve a complaints procedure	✓				FGB
	Establish a complaints panel to consider formal complaints about the school and any community facilities or services it provides	✓				FGB
	Make sure the school complies with the Freedom of Information Act 2000	✓	✓			Resources committee
Pupil wellbeing	Make sure the provision of free school meals to those pupils meeting the criteria	✓	✓		✓	FGB. HT
	Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and post-LAC and that they undertake appropriate training	✓	✓		✓	HT

	Make sure the school complies with the Equality Act 2010 and the Public Sector Equality Duty and publishes equality objectives and information about how it is doing this	✓				Resources committee HT
	Make arrangements for supporting pupils with medical conditions	✓	✓		✓	Education committee. HT
Safeguarding	Check that the school complies with statutory guidance on safeguarding	✓	✓			FGB
	Make sure that safeguarding arrangements take into account the procedures and practice of the LA, as part of inter-agency safeguarding procedures set up by the Local Safeguarding Children Board	✓	✓		✓	??
	Make sure a member of the board is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies if allegations are made against the headteacher	✓	✓			??
	Monitor the implementation of the child protection policy	✓				FGB

	Appoint a member of staff to be the designated safeguarding lead				✓	HT
	Make sure that effective support is provided for any employee facing an allegation	✓	✓		✓	HT
Special Educational Needs and Disabilities (SEND)	Designate a member of the governing body or a committee to have oversight of the school's arrangements for SEND	✓				FGB
	Make sure that the necessary special education provision is made for any pupil who has SEN, and monitor its effectiveness		✓	✓	✓	HT Link Governor
	Make sure that parents are notified by the school when special educational provision is being made for their child				✓	HT
	Make sure the school produces and publishes online its school SEN information report	✓	✓		✓	Education committee. HT
	Co-operate with the local authority in developing the local offer		✓		✓	HT
	Make sure the school follows the statutory	✓			✓	FGB

	SEND Code of Practice					HT
	Make sure that there is a qualified teacher as the special educational needs co-ordinator (SENCO) for the school	✓	✓		✓	FGB HT
	Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEN and providing appropriate teaching				✓	HT
Staffing matters	Appoint a principal or chief executive	✓				FGB
	Make sure safer recruitment procedures are applied (for example, disclosure and barring checks)	✓				FGB
	Make sure employment law and guidance is being followed	✓	✓			FGB
	Approve staffing structure changes	✓	✓			Resources committee discussion with FGB notification
	Dismiss the headteacher	✓				FGB

Appendix 8 Advice for Governors on Visiting Schools

Visiting the school during the day is an important part of the governors' role because it enables them to develop an understanding of the school beyond the information gleaned at meetings.

Due to ongoing restrictions placed on schools by the COVID pandemic, it may be appropriate to still carry out some monitoring and meetings via Teams. However, should visiting the school site be seen as essential to the board member's ability to undertake their role successfully, on site visits can be arranged after careful consideration and implementation of the school's COVID-19 risk assessment.

The DfE's Governor Handbook states: "Governors need to know their school. Many governors find that visiting, particularly during the day, is a helpful way to find out about the school. Visits can also be an important part of robust school accountability. Through pre-arranged visits, governors can check that the school is implementing the policies and improvement plans they have signed off, and see for themselves how their vision and plans for the school are working in practice. Visits also provide an opportunity to arrange meetings with pupils, staff and parents about what they think of the school and how it is changing. While it may be helpful to see classes at work, governors are not inspectors and it is not their role to assess the quality or method of teaching. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of the headteacher."

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

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

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

The Ofsted Report on School Governance "Learning from the Best" highlighted visiting school as an example of effective practice:

"In eight of the 14 schools visited, governors routinely attend lessons to gather information about the school at work. All the governors who were interviewed visit their schools regularly and talk with staff, pupils and parents. Clear protocols for visits ensure that the purpose is understood by school staff and governors alike. Alongside the information they are given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support."

The Purpose of Visits:

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

- To gain background information and to get to know how the school functions
- To see the school at work and understand the environment in which staff work and pupils learn. This is of particular importance for new governors and should be considered part of the induction process
- To get to know the staff and demonstrate the commitment of the governing body to the school
- To hold the headteacher to account (the "critical friend" role)

- To gather the views of pupils or parents
- To gain first-hand information to assist with decision taking and policy making
- To see policies and decisions in action and to evaluate them
- To develop a specific link role (eg Safeguarding Link Governor)
- To monitor how resources are used
- To monitor health and safety and safeguarding practices
- To support the school by attending celebrations and events
- To recognise and celebrate the excellent practice in school

Protocol:

Governor visits should always:

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

Governors should not:

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

Before the Visit:

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

During the Visit:

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

After the Visit:

- Remember to thank staff and pupils
- Meet with the headteacher to raise any issues. Prepare a written report using an agreed format if appropriate. This should be given to the headteacher in the first place before circulation to

other governors and/or staff. There is room on the report format for comments from the headteacher.

- Reflect on the success of the visit – how did it go? Did the visit enhance your understanding? What would have been “even better if”? Have you helped the governing body fulfil its duty?
- Ensure visit record is fully completed using the electronic form located in office 365 within one week of the school visit.

Focus for visits:

This list is not exhaustive and will be driven by ongoing demands on school:

- Student Groups – GTMA/PP/LAC
- Special Educational Needs and Disabled (SEND)
- English
- Maths
- EYFS
- Behaviour, Safeguarding and Attendance
- Finance and Health & Safety
- Leadership & Management

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

Typical informal visits include:

- Attending school open evenings
- Attending plays, celebrations, assemblies or carol services, trips, enrichment activities

Additional questions to consider when visiting a school:

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

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

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

Governor Visit Record Form:

Name	Date
Purpose of Visit (Previously agreed with the Headteacher)	
Links with School Improvement Plan (How does the visit relate to a priority in the plan?)	
Governor Comments (What did you see? What did you learn? What needs to be clarified?)	
Key Issues for the Governing Body (eg impact of a policy or action, questions over allocation of resources, issues around implementation of a policy)	
Impact	
Suggested Actions	
Comments from the Headteacher/Senior Leader/COG	
Date report taken to full governing body meeting:	
Additional Questions	
Comments	
Comments from the Governor:	

This is a paper version of the online form to assist the evidence gathering process. Paper copies are available from the school office to support your visit.

Appendix 9 Link Governors' Information

What is a link governor?

Link governors are members of, and are appointed by, the governing body to oversee specific aspects of governors' responsibilities within the school. There is no statutory requirement to appoint link governors, but many governing bodies find them a very effective way to help the governing body to understand, oversee, monitor and develop a particular area of responsibility within the school. The link governor should ultimately enrich the whole governing body's understanding of their particular area and contribute to informed decision making. Link governors are also a useful way for the governing body to develop positive links with staff and to maintain a visible and professional profile within the school. Governing bodies can link governors to curriculum or subject areas, year groups (more often in primary schools) or particular priorities in school. It is up to the governing body to determine how best to organise themselves.

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

What does a link governor do?

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

Benefits to having link governors

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

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

Link Governor roles for 2021/2022 academic year

Link Role	Governor name (s)
GTMA (SDP 1.3)	Jason Cochrane
Reading development (SDP 1.2)	Agnes Low
Pupil Premium / Sports Premium (SDP 3.2)	Craig Daly
LAC / Post LAC	Kimberly Ivory
SEND	Agnes Low
Mathematics	Jason Cochrane
EYFS (SDP 5.1)	Agnes Low
Behaviour / Safeguarding (SDP 2.1)	Agnes Low / Kimberly Ivory
Attendance (SDP 2.2)	Agnes Low / Kimberly Ivory
Health and safety	Craig Daly
Leadership/management (SDP 4.2)	Jason Cochrane
CPD (SDP 1.5)	Jason Cochrane
Staff wellbeing (SDP 3.2)	Jayne Walsh / Anna Watling
Mental health and wellbeing (SDP 3.2)	Jason Cochrane / Emily Miller
Governance / training / induction (SDP 4.1)	Nicky Campion
ICT/Data protection	Craig Daly
Finance	Craig Daly / Nicky Campion
Data analysis (finance)	Craig Daly / Nicky Campion
Data analysis (education)	Jason Cochrane
Parental/ community engagement	Emily Miller / Emma Roberts
RSE/PHSE/SMSC (SDP 3.1)	Jason Cochrane / Emily Miller

LINK GOVERNOR FOR High Attainers (GTMA)

Governors: Jason Cochrane

Link Staff: Sarah Renton

The role of the Link Governor for High Attainers (GTMA)

The governing body has a duty to ensure High Attainer pupils are stretched, challenged and supported through the curriculum, to achieve and participate fully in the life of the school. Governing bodies should, with the Head Teacher, decide the school's general policy and approach to meeting High Attainer needs.

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

Your role is to ensure that High Attainer pupils are stretched, challenged and supported through the curriculum, to achieve and participate fully in the life of the school.

What should the High Attainer Link Governor know?

- Current numbers (but not names) of High Attainer pupils in each Year group
- Identification procedures for High Attainer pupils
- Staffing arrangements for High Attainer pupils
- Plans for staff training
- High Attainer pupils can be stretched, challenged and supported through the curriculum, to achieve and participate fully in the life of the school
- Provision being made for individuals
- Progress on any parts of the School Improvement Plan relating to High Attainer pupils
- Progress with the implementation of the High Attainer Policy
- How the school liaises with external agencies and support services
- What links the school has with Secondary Schools
- How school communicates with parents including where to find information on High Attainer provision on the school website.

Good practice checklist

- Meet with co-ordinator in school regularly (initial meeting early in the year to consider plans then termly to consider progress against plans/targets and progress of students)
- Arrange class visits with the class teachers to gain an understanding of how the school delivers High Attainer provision
- Set up regular meetings with the GTMA lead on a half term basis
- Take a central role at governing body meetings in discussions about High Attainer pupils
- Visit the school as often as you need to, to be able to stay informed
- Find out what links your school has with other local schools.

Questions to ask the GTMA Coordinator

- How is a student identified as High Attainer? What is definition for Kibblesworth Academy? What about High Attainers in e.g. sport etc?
- How do we identify High Attainers at different points across the school?

- How do we support those who show the possibility of being classified as High Attaining?
- What happens when a student is identified? How do we inform pupils, parents, staff?
- How does the school provide stretch and challenge? And is it effective?
- How does the school use external organisations to provide stretch and challenge?
- Are our assessment systems robust enough to accurately identify pupils needing extra challenge?

LINK GOVERNOR FOR PUPIL PREMIUM (PP)

Governors: Craig Daly

Link Staff: Craig Steel

The role of the Pupil Premium Link Governor

The Link Governor will focus on the allocation of resources and narrowing the attainment gap between disadvantaged and other pupils.

What does the Pupil Premium Link Governor do?

- Understands relevant school pupil performance data that shows progress of different groups over time
- Becomes familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated and which groups of pupils attract the premium
- Becomes familiar with the school's pupil premium policy
- Knows basic pupil premium facts for the school; how many pupils attract the premium, how this figure compares with other local and similar schools, how the money is spent
- Understands relevant school pupil performance data that shows progress of different groups over time
- Monitors spending of the pupil premium, ensuring the money is spent in identifiable ways to support target groups of pupils
- Monitors the impact of pupil premium spending on target groups
- Meets occasionally with the Special Educational Needs Co-Ordinator (SENCO) and/or other staff responsible for performance data to discuss issues around underperforming groups including those eligible for the pupil premium
- Monitors the attainment of different groups of pupils over time to provide evidence of how pupil premium pupils are progressing compared with others
- Challenges the allocation of the pupil premium grant if there is no clear audit trail evidencing appropriate use of the resources
- Takes an active part in any governing body or committee discussions when the allocation and monitoring of the pupil premium is discussed and decided
- Reports back to the governing body on the school's use of the pupil premium
- Visits the school to find out about pupil premium expenditure and its impact

Some questions to ask

- How effective is the school in supporting the target groups?
- How confident are you that the pupil premium grant is spent appropriately on the intended target groups?
- Is the pupil premium funding kept separate from general school resources so it can be specifically and identifiably used as intended?
- How is the allocation of the pupil premium decided?
- What is the pupil premium used for?
- How is the progress of different groups of pupils monitored so that the school can identify any underperforming groups?
- Are there groups of pupils whose attainment falls behind others?
- How does the attainment of pupil premium pupils as a group compare with others?

- What would you say are the main challenges in the use of the pupil premium, and how is the school working to overcome them?
- What benefits can you see from the allocation of the pupil premium?
- Is there anything that the governing body should be aware of that could help the school gain the maximum advantage from the pupil premium?

LINK GOVERNOR FOR LOOKED AFTER CHILDREN (LAC)

Governors: Kimberly Ivory

Link Staff: Craig Steel / Victoria Longhurst

The role of the Link Governor for Looked After Children

Local Authorities have a duty to promote the educational achievement of the children in their care. In order for them to implement this duty successfully, they need the active co-operation of schools. School governing bodies have a major responsibility for helping children to succeed: they can champion their needs, raise awareness and challenge negative stereotypes. School governors can make a significant difference to how Looked After Children experience school. They can ensure that their needs are considered at the planning and policy level through to monitoring and evaluation. Governing bodies will need to examine a wide range of school data to see how Looked After Pupils are progressing and identify any barriers to their learning. Governing bodies are consequently advised to have a nominated governor with responsibility for this aspect if your school has looked after children on roll.

What does the Link Governor for Looked After Children do?

- Ascertains that the school has a Designated Teacher for Looked After Children and whether they have attended appropriate training
- Liaises with the designated teacher and keep the governing body informed about issues affecting Looked After Children
- Provides support for the Designated Teacher
- Attends any briefing events on Looked After Children and keeps abreast of national and local issues
- Ensures that there is an annual item on the appropriate agenda regarding
 - Training undertaken by Designated Teacher, other staff and governors;
 - The progress and attendance (as a group) of Looked After Children
 - Opportunities for Looked After Children to play a full part in the life of the school.
- Ensures the school has an overview of the Educational Needs and progress of Looked After Children
- Ensures the school sets challenging targets for Looked After Children
- Checks that additional support is offered to meet the needs of Looked After Children who are at risk of underachieving
- Checks that procedures are in place to ensure that all Looked After Children have up-to-date Personal Education Plans
- Ensures school policies are reviewed from the point of view of Looked After Children
- Ensures that resources are allocated to match priorities for Looked After Children and that the school's Special Educational Needs and Inclusion Policies acknowledge the needs of Looked After Children (there may be a separate LAC policy)
- Checks that the Home School Agreement and Home School Policy take into account the Home Circumstances of Looked After Children
- Ensures no Looked After Child is permanently excluded and that there are strategies in place to reduce the number and frequency of fixed term exclusions
- Ensures Looked After Children who have missed schooling receive support where appropriate
- Ensures Looked After Children participate in out of school activities where possible

Some questions to ask

- How does the school include raising the attainment of Looked After Children in the School Improvement Plan?
- Is there suitable training for all staff in contact with vulnerable children?

- How does the school organise its liaison with agencies, services, children's homes and carers?
- What are the arrangements for welcoming new (Looked After) Children especially mid-term?
- Who reviews and updates the child's Personal Education Plan?
- Have the needs of Looked After Children been considered in the school's curriculum planning?
- Are extra-curricular activities promoted with carers and Looked After Children?
- Does the school consider the barriers to learning for Looked After Children?
- What strategies are deployed to avoid exclusion of Looked After Children?
- Does the PSHCE curriculum take full account of different family situations and experiences?

LINK GOVERNOR FOR SPECIAL EDUCATIONAL NEEDS AND DISABLED (SEND)

Governor: Mrs Agnes Low

Link Staff: Mrs Victoria Longhurst

The role of the Link Governor for Special Educational Needs and Disabilities (SEND)

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

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

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

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

What should the SEN Link Governor know?

- Current numbers (but not names) of pupils on the SEN Register at SEN support (previously School Action and School Action +), those with High Needs top up funding, statements or EHC plans)
- Identification procedures for pupils with SEN
- Staffing arrangements for pupils with SEN
- Plans for staff training
- How resources are deployed
- Ways that pupils with SEN are ensured access to the curriculum
- Provision being made for individuals
- Progress on any parts of the School Improvement Plan relating to SEN
- Progress with the implementation of the SEN Policy
- Whether statutory reporting requirements are being met
- Whether the requirements of the new code of practice (September 2014) have been implemented
- How the school liaises with external agencies and support services
- What links the school has with special/mainstream schools
- How school communicates with parents including where to find the SEN information report on the school website.

Good practice checklist

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

Questions to ask the SENCO

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

Changes in light of SEN reforms:

- How is the SEN funding, previously allocated by the LA but now part of the school's direct budget, allocated and spent?
- Does the school website describe the school provision for SEN (as part of the wider LA Local Offer)?
- How recently has SEN provision been reviewed and does provision reflect the changes in the law?
- How has the school responded to the replacement of School Action and School Action plus by the single "SEN support" category?

LINK GOVERNORS FOR READING

Governors: Agnes Low

Link Staff: Sarah Renton

The role of the Link Governor for Reading

Linking governors to priorities in the school improvement/development plan is good practice and provides a form of direct monitoring of key areas. It will be key for a governor linked to reading to have a full understanding of the actions planned by the school, what success will look like and what evidence will help a link governor evaluate success.

The role of the Reading Link Governor

Many governing bodies use Link Governors effectively as one way to help the governing body to understand, develop and monitor reading development on offer at the school. Link Governors provide a link between the governing body, committees and school staff through regularly reports to the governing body or committees.

What does the Reading Link Governor do?

- Takes a particular interest in reading by keeping up to date with national and local initiatives
- Meets regularly with the reading lead in school in order to become informed about current policies and practices in the school and know how the subject fits into the School Development Plan
- Liaises with the reading lead to obtain information on:
 - Training undertaken/planned/needed
 - Curriculum and timetable arrangements
 - Special needs or most able pupil provision
 - Planning, assessment and recording procedures
 - Standards of achievement
 - How well policies are operating
- Talks to the reading lead about curriculum issues
- Visits lessons in order to understand how reading is taught and any particular difficulties
- Encourages the reading lead to give a presentation to the governing body or a committee
- Reports back regularly to the governing body, making recommendations where appropriate, either via a committee or to full governing body meetings.

When visiting classrooms or other teaching situations, governors need to remember that they are not there to inspect lessons but to provide support and act as a critical friend to the school. Separate guidance is available from Governor Services on protocols for visiting classrooms; link governors should ensure they are fully aware of their school's practices and protocols.

Some questions to ask

- Are the policies and initiatives that are in place making an impact on pupil achievement?
- How are pupils of different abilities catered for? How do we know that the curriculum meets the specialised needs of all our pupils? Is there sufficient lesson differentiation to provide for students of all abilities?
- Could the curriculum be made more exciting/stand out more?
- Has school asked the pupils what they want from the curriculum? What did they say?
- What continuing professional development is available for staff?
- Are there sufficient resources in school to deliver the curriculum?
- What monitoring arrangements are in place?
- How does attainment and progress at my school compare to national averages and the government's floor target?
- Are we relatively stronger or weaker in reading or writing compared to Mathematics?

- Do we have any under-performing groups of pupils or are there any gaps in attainment between some groups of pupils?
- How might the context of our school affect our performance?

LINK GOVERNORS FOR MATHS

Governors: Jason Cochrane

Link Staff: Andrew Ridley

The role of the Link Governor for Maths

Linking governors to priorities in the school improvement/development plan is good practice and provides a form of direct monitoring of key areas. It will be key for a governor linked to Maths to have a full understanding of the actions planned by the school, what success will look like and what evidence will help a link governor evaluate success.

The role of the Maths Link Governor

Many governing bodies use Link Governors effectively as one way to help the governing body to understand, develop and monitor Maths on offer at the school. Link Governors provide a link between the governing body, committees and school staff through regularly reports to the governing body or committees.

What does the Maths Link Governor do?

- Takes an interest in Maths by keeping up to date with national and local initiatives
- Meets regularly with the Numeracy lead in school in order to become informed about current policies and practices in the school and know how the subject fits into the School Development Plan
- Liaises with the numeracy lead to obtain information on:
 - Training undertaken/planned/needed
 - Curriculum and timetable arrangements
 - Special needs or most able pupil provision
 - Planning, assessment and recording procedures
 - Standards of achievement
 - How well policies are operating
- Talks to the numeracy lead of Maths about curriculum issues
- Visits lessons in order to understand how Maths are taught and any particular difficulties
- Encourages the numeracy lead to give a presentation to the governing body or a committee
- Reports back regularly to the governing body, making recommendations where appropriate, either via a committee or to full governing body meetings.

When visiting classrooms or other teaching situations, governors need to remember that they are not there to inspect lessons but to provide support and act as a critical friend to the school. Separate guidance is available from Governor Services on protocols for visiting classrooms; link governors should ensure they are fully aware of their school's practices and protocols.

Some questions to ask

- Are the policies and initiatives that are in place making an impact on pupil achievement?
- How are pupils of different abilities catered for? How do we know that the curriculum meets the specialised needs of all our pupils? Is there sufficient lesson differentiation to provide for students of all abilities?
- Could the curriculum be made more exciting/stand out more?
- Has school asked the pupils what they want from the curriculum? What did they say?
- What continuing professional development is available for staff?
- Are there sufficient resources in school to deliver the curriculum?
- What monitoring arrangements are in place?
- How does attainment and progress at my school compare to national averages and the government's floor target?
- Are we relatively stronger or weaker in reading or writing compared to Mathematics?

- Do we have any under-performing groups of pupils or are there any gaps in attainment between some groups of pupils?

LINK GOVERNORS FOR EYFS

Governors: Agnes Low

Link Staff: Katie Short

The role of the Link Governor for EYFS

Linking governors to priorities in the school improvement/development plan is good practice and provides a form of direct monitoring of key areas. It will be key for a governor linked to the EYFS to have a full understanding of the actions planned by the school, what success will look like and what evidence will help a link governor evaluate success.

The role of the EYFS Link Governor

Many governing bodies use Link Governors effectively as one way to help the governing body to understand, develop and monitor the 6th Form provision on offer at the school. Link Governors provide a link between the governing body, committees and school staff through regularly reports to the governing body or committees.

What does the EYFS Link Governor do?

- Takes a particular interest in EYFS provision by keeping up to date with national and local initiatives
- Meets regularly with the EYfS lead and their Team in school in order to become informed about current policies and practices in the school and know how the subject fits into the School Development Plan
- Liaises with the EYFS lead to obtain information on:
 - Training undertaken/planned/needed
 - Curriculum and timetable arrangements
 - Special needs or most able pupil provision
 - Planning, assessment and recording procedures
 - Standards of achievement
- Talks to the EYFS lead and their Team about curriculum issues
- Visits lessons in order to understand how the EYFS provision is delivered
- Encourages the EYFS lead to give a presentation to the governing body or a committee
- Reports back regularly to the governing body, making recommendations where appropriate, either via a committee or to full governing body meetings.

When visiting classrooms or other teaching situations, governors need to remember that they are not there to inspect lessons but to provide support and act as a critical friend to the school. Separate guidance is available from Governor Services on protocols for visiting classrooms; link governors should ensure they are fully aware of their school's practices and protocols.

Some questions to ask:

- How is your Early Years curriculum designed?
- What principles guide the pedagogy in the EYFS?
- How is progress monitored, recorded and reported in the EYFS?
- How is transition from the home or nursery environment dealt with?
- How the co-ordinator manages parents in the school building
- How much time children spend at school across the course of the EYFS
- What happens when children find it difficult to cope in the school environment
- How any pre-school home visits carried out by EYFS staff are organised, how effective they are and whether they could be improved in any way
- How is the transition to Key Stage 1 managed?

- Do pupils begin to attend whole-school assemblies towards the end of the EYFS?
- Do they have visits or help from children further up the school?
- Is there a process for communicating the learning profiles of each child to the Key Stage (KS) 1 teachers?
- How are members of staff in the EYFS deployed? What is the ratio of adults to children in the classroom?
- How is your classroom and outdoor space organised?

There should be discussion about:

- Play, exploratory learning and working on independence and collaboration in learning
- Interaction between learning at home and school – for example, encouraging and supporting parents to read with their children, help them learn letters or numbers, or support emerging reading and writing

In the EYFS, progress is often monitored more qualitatively, for example by using profiles and portfolios of photographs that include comments from Early Years practitioners.

expect:

- The ELGs to direct the types of activity that are being monitored. This would then guide the focus for each individual child's improvement
- Pupils' individual profiles to be recorded regularly, with reference to the development of each of the early learning goals
- These profiles to be recorded in a way that makes progress very visible and accessible for parents or carers – who might also be encouraged to share photos or comments about their child's learning at home

The ratio of staff to pupils tends to be smaller in the EYFS and there is often more opportunity for small-group or one-to-one work on particular skills or activities

Questions to ask the headteacher:

- *How do staff in the EYFS work with other colleagues across the school?*
- *What continuing professional development (CPD) is available for EYFS staff?*

LINK GOVERNORS FOR SAFEGUARDING & BEHAVIOUR

Governors: Kimberley Ivory / Agnes Low

Link Staff: Craig Steel

The role of the Link Governor for safeguarding/child protection

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

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

Schools should have a designated senior teacher with responsibility for child protection together with a link governor.

What does the safeguarding Link Governor do?

- Acts as a “critical friend” to the school in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met
- Ensures child protection policy and procedures are in place which are in accordance with guidance
- Ensures the school has policies and procedures relating to wider safeguarding issues and that those procedures comply with relevant legislation and guidance and follow agreed Local Safeguarding Children Board (LSCB) and Local Authority procedures in the event of an allegation being made against the Head Teacher or another member of staff
- Ensures the school has a framework of policies and guidance to support pupils and staff and maintain safety (this includes issues such as complaints, behaviour, the use of reasonable force, promoting pupil wellbeing, risk assessments, school trips, staff conduct, attendance, exclusion and health and safety)
- Monitors and reviews policies
- Ensures there is a suitably qualified, trained and supported Designated Senior Person (DSP) who has responsibility for responding to and overseeing safeguarding issues
- Ensures there is a suitably qualified, trained and supported Deputy Designated Person who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSP
- Ensures that any staff undertaking safeguarding responsibilities are adequately supervised and supported
- Ensures there is a robust system for regarding, storing and reviewing concerns
- Liaises with the Head Teacher about general child protection and broader safeguarding issues and be able to report to the governing body on any issues
- Ensures school staff training is up to date
- Attends training and promotes training to other governors as appropriate (including Safer Recruitment training)
- Ensures that staff and volunteer recruitment and selection follows safer recruitment procedures
- Is aware of the single central record and ensures it is maintained in line with guidance
- Has an understanding of how safe pupils feel in school
- Ensures that safeguarding messages run throughout the curriculum
- Ensures that the school works with agencies as appropriate

- Works with the Head Teacher to provide an annual report to the governing body
- Monitors progress against any outstanding issues from the annual report and audit tool
- Ensures that the safeguarding agenda is embedded in the ethos of the school.

Some questions to ask

- Does our school comply with the statutory requirements?
- Do we receive an annual report on safeguarding?
- Are all staff aware of their responsibilities?
- What measures do we take to help parents to understand the safeguarding agenda?
- How do we know our children feel safe?
- Do we have all the appropriate policies in place?
- When were the policies last reviewed? (some should be done annually)
- Are these kept in accessible place for all staff?
- Do we have a single central record for our own employees and volunteers?
- Whose responsibility is it to keep this up-to-date?
- Are all new staff trained in child protection issues as part of their induction process?
- Do all our staff have access to training every 3 years?
- Has the Director of Support and at least one governor completed the Safer Recruitment training?
- Who maintains up to date records of this training?
- When did the designated staff member last attend safeguarding training?
- Are any other organisations using the school premises, and have they appropriately vetted their staff?
- Does the governing body know that the site is safe and secure?
- Does the governing body scrutinise attendance data regularly?

What does the Behaviour Link Governor do?

- Ensure there are effective and enforceable policies and procedures in place in relation to behaviour, exclusions and disciplinary arrangements.
- Evaluate the effectiveness of the school's Behavioural Policy and Exclusion Policy, as well as any associated disciplinary arrangements.
- Ensure pupil, parent and staff surveys are undertaken on an annual basis in order to seek views as to how behaviour and welfare are managed within the school and how safe the school environment is.
- Ensure that pupils have confidence that behavioural and bullying issues will be dealt with in an appropriate manner.
- Attend and participate in pupil conferences in order to secure the views of pupils regarding behaviour and bullying in the school.
- Complete a termly learning walk, evaluating whether behaviour reflects the expectations outlined in the school's Behaviour for Learning Policy.
- Ensure that behaviour policies and procedures are implemented evenly across the school.
- Ensure that the school's Behavioural Policy and Exclusion Policy, and any related procedures, are reviewed and amended in line with their review date.
- Ensure the statutory information regarding behaviour, attendance and exclusions is published on the school's website.
- Ensure that accurate records are maintained of incidents of disruptive behaviour and attendance.
- Monitor the pattern and frequency of internal, fixed-term and permanent exclusions for different groups of pupils.
- Ensure that a panel of at least three governors, who have all undertaken exclusion training, is established to consider permanent exclusions.
- Monitor, record and assess the views of staff members, pupils and parents regarding behaviour at the school.

- Monitor and assess the school's Behaviour Log, ensuring it is kept up-to-date and identifying any trends.
- Contribute to the development of an Anti-Bullying Policy, ensuring that effective procedures are in place for reporting incidents and supporting bullying victims.
- Evaluate the effectiveness of the school's Anti-Bullying Policy, as well as any associated disciplinary arrangements.
- Ensure that the school's Anti-Bullying Policy, and any related procedures, is reviewed and amended in line with their review date.
- Ensure pupil, parent and staff surveys are undertaken on an annual basis in order to seek views as to how incidents of bullying are dealt with.
- Monitor incidents of bullying within the school and identify any trends, such as specific groups of pupils being bullied.
- Monitor the interventions in place to deal with incidents of bullying.
- Promote tolerance and acceptance of others throughout the school, contributing to the creation of a welcoming environment.
- Monitor any incidents of bullying and harassment.
- Monitor and evaluate the school's actions to prevent and address the problem of discriminatory and derogatory language.
- Receive a report from the Head Teacher, regarding the behaviour and attendance of pupils, three times a year, using this report to further the governing board's knowledge of behaviour within the school.
- Keep up-to-date with statutory and good practice guidance regarding behaviour, attendance and exclusion arrangements.
- Attend in-school and external training in order to keep up-to-date with developments in behaviour and attendance.
- Monitor the impact of any unacceptable behaviour from pupils towards other pupils. Assess whether an effective rewards system is implemented throughout the school in order to celebrate individual and whole school achievements.
- Monitor any arrangements which are in place to celebrate the successes and achievements of pupils.

LINK GOVERNORS FOR ATTENDANCE

Governors: Kimberley Ivory / Agnes Low

Link staff: Craig Steel

The role of the link Governor for Attendance

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

What does the Attendance link Governor do?

A governor linked to attendance may:

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

Some questions to ask

- What is your school's agreed attendance target?
- What is the overall level of attendance?
- Does the school have an Attendance Policy and when was it updated?
- What is the level of persistent absence (children with attendance of 85% and below)?
- How many persistently absent (PA) pupils are there?
- Who are the PA pupils? (for instance pupils with special needs, Looked After Children, children with behavioural needs, boys, girls)?
- What resources are in place to support them and how frequently are they monitored?
- What strategies/interventions does your school use to improve attendance?
- How is the impact of these interventions measured and how often are they reviewed?
- Are all staff aware of their responsibilities regarding attendance in school and does a senior member of staff have an overview?
- Is good attendance celebrated?

LINK GOVERNOR FOR HEALTH & SAFETY

Governors: Craig Daly / Nicky Champion

Link staff: Ken Etherington

The role of the link Governor for Health and Safety

The Health and safety Governor will meet with the resources committee which meets at least once per term and major issues will be referred to the Board of Governors for ratification.

What does the Health & Safety link Governor do?

A governor linked to Finance and Health & Safety may:

- visit school to talk to the member of staff responsible for Health & Safety
- look in detail at Health & Safety documents, processes and policies
- scrutinise information relating to Finance and Health & Safety on behalf of the governing body

Some questions to ask

- Are annual Health & Safety audits in place?
- Is there a Fire risk assessment in place and are any action points completed?
- Are staff trained annually?
- Are there fully trained First Aiders on site?

LINK GOVERNORS FOR LEADERSHIP AND MANAGEMENT

Governors: Jason Cochrane

Link Staff: Craig Steel

The role of the Link Governor for Leadership and Management

Linking governors to priorities in the school improvement/development plan is good practice and provides a form of direct monitoring of key areas. It will be key for a governor linked to Leadership and Management to have a full understanding of the actions planned by the school, what success will look like and what evidence will help a link governor evaluate success. This should be closely linked to the areas within the school's SDP and SEF.

What does the Leadership and Management Link Governor do?

SDP

- Consider the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils.

SEF

- Consider the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement.

Data and Progress

- Consider whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important.
- Consider how effectively leaders monitor the progress of groups of pupils to ensure that none fall behind and underachieve, and how effectively governors hold them to account for this.

Pupil Wellbeing

- Consider whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm.
- Consider how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.
- Consider how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faiths.

Curriculum

- Consider the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare.

Teaching & Learning

- Consider the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this.
- Consider how well leaders ensure that the school has motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this.

- Consider the quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school.

LINK GOVERNOR FOR CPD

Governors: Jason Cochrane
Link Staff: Craig Steel

The role of the Link Governor for CPD

Linking governors to priorities in the school improvement/development plan is good practice and provides a form of direct monitoring of key areas. It will be key for a governor linked to CPD to have a full understanding of the actions planned by the school, what success will look like and what evidence will help a link governor evaluate success. This should be closely linked to the areas within the school's SDP and SEF.

What does the CPD Link Governor do?

The link governor for CPD needs to monitor how CPD is being evaluated and ensure that decisions on CPD are being made for logical and well-defined reasons. Governors should not participate in the actual evaluation of staff CPD. This is an operational role, and should be done by the headteacher or member of staff responsible for CPD.

Key areas for the link governor for CPD to focus on:

Is CPD linked to the strategic priorities of the school?

It is important that governors ensure CPD is being carried out in line with the school development plan. For example, a school that has a target of improving maths results at Key Stage 3 should ensure that it is focusing CPD on improving teaching and learning in maths.

Is the CPD programme being informed by appraisal and pay outcomes?

Schools should use staff appraisal and pay outcomes to inform the CPD programme, directing resources where they are most needed.

How is the impact of CPD being evaluated?

Governors need to ensure that the impact of the CPD provision is being evaluated effectively. It can be difficult for school leaders to evaluate the impact of CPD straightaway, but processes should be in place to assess both short-term and long-term benefits. For example, staff surveys could be used to establish the immediate impact of CPD on staff confidence, while pupil performance data could be analysed to establish CPD's longer-term impact.

Has a range of CPD methods been explored?

A range of possible CPD methods are available. Governors must ensure that the staff member responsible for CPD has thought carefully about which ones should be used. Methods include:

- Individual training sessions
- External training courses
- Peer review
- Internal coaching relationships between staff
- Visits to other schools
- Collaboration with other schools in the local area

Are the needs of individual teachers accounted for?

Governors should ensure that the school is taking the individual needs of teachers into account when planning its CPD provision.

As well as reflecting the wider strategic priorities of the school development plan, CPD provision should be responsive to staff appraisal.

Where a staff member needs additional support, the school should use CPD to manage improvement.

Are we getting value for money when it comes to CPD?

Governors should monitor how much is spent on CPD.

Where the school is paying a large amount of money to external providers of CPD, governors will want to investigate whether the school has considered other, potentially cheaper, options.

If a school is spending very little on CPD, governors need to be certain the school is providing adequate CPD for its staff.

Some questions to ask:

- Do we keep a record of staff qualifications and training needs?
- Is there a clear programme of CPD?
- Do all staff (including support staff) have access to relevant CPD?
- Do we take the career aspirations of staff members into account when planning CPD?
- Have we looked into the research on effective CPD?
- Do we collaborate with other schools to deliver CPD?

LINK GOVERNOR FOR WORKLOAD AND STAFF WELL-BEING

Governors: Anna Watling / Kimberley Ivory

Link Staff: Craig Steel

The role of the Link Governor for workload and staff well-being

It is a statutory requirement of the governing body to ensure that mechanisms are in place to monitor and protect the well-being of staff in its employment. As a board it is important to ensure that:

- Relevant policies and processes are in place to facilitate a healthy work-life balance among your staff, and that no policies put undue pressure on workload
- The school adheres to the working time limits set out in the Working Time Regulations 1998
- As a board you do not make unreasonable demands on the time of school staff, including the headteacher
- You support the headteacher's wellbeing and ensure that they too have a reasonable work-life balance
- You provide appropriate challenge and support to the headteacher, asking probing questions and setting targets for improvement where feedback shows there are staff wellbeing issues.

The role of the link governor for workload and staff well-being will be to take responsibility for the oversight of workload and staff well-being practices within the school and to feedback to the governing body accordingly.

What does the workload and staff well-being Link Governor do?

Take the steps below to keep your role strategic and avoid intervening in the daily operation of the school.

Question the headteacher

Ask your headteacher how the school promotes a positive culture of wellbeing among staff. Look for any of the suggested practices below in their responses to be confident that your school is addressing staff work-life balance.

Where you identify gaps, provide challenge and set targets for improvement using these pointers as ideas.

Workload

- Responsibilities and workload are delegated appropriately across leaders and are reviewed if/when requirements change
- Staff roles and duties are clearly defined and reviewed annually to help manage expectations and workload
- The senior leadership team (SLT) regularly monitors workloads, working hours and overtime to ensure people are not overloaded – for example, once a term

Wellbeing

- A member of the SLT has responsibility for staff wellbeing within the school
- There is a staff wellbeing group that meets regularly to discuss suggestions from staff, and liaises with the SLT
- Staff know how to access counselling and support services (for example, from companies such as the Education Support Partnership or an occupational health service within the local authority)

Environment

- The working environment (décor, maintenance, cleanliness, etc.) and atmosphere (how people communicate and treat each other) are welcoming and positive
- There are rooms available for staff to relax and work in
- All staff have the necessary resources and equipment for the work they do

Communication

- Staff are kept informed about school events and changes and consulted on any decisions that may affect their workload. They are encouraged to seek advice from union reps if appropriate
- The SLT is open to ideas from all members of staff and there is an established process for this that everyone is aware of – for example, a consultative staff meeting once a term for staff to voice any concerns to the SLT

Timetabling and activities

- All teaching staff (teachers and teaching assistants) receive relevant continuing professional development (CPD) and have space in their timetables to allow for this
- The school's administrative and support staff are included in the day-to-day life of the school and take part in events and activities

Check your own practices

Regularly review the governing board's own practices with staff workload in mind.

- Appoint a sub-committee (usually the staffing committee) to take responsibility for overseeing staff health and wellbeing
- Ensure that board and committee meetings do not run late into the evening
- Be aware of other events in the school calendar when scheduling meetings
- Distribute meeting paperwork with plenty of time for governors to read through it in advance
- Do not make unnecessary requests for information or reports from the headteacher or other members of staff
- Show you value the work done by staff by attending school events and undertaking periodic school visits (in accordance with the school policy on governor visits)
- Consider allocating a small budget for short-term counselling support or other wellbeing initiatives

What else can you do?

- Encourage your headteacher to carry out a staff workload audit.

Review school policies

Ensure that school policies take staff workload and wellbeing into account.

- Does the school have a flexible working policy? Are there any examples of this happening in practice in the school (part-time arrangements, job shares, flexible hours, etc.)?
- Does the school have a staff wellbeing policy? Does it include a section on work-life balance?
- Do policies clearly set out processes and expectations with respect to issues such as:

- Pay
- Performance management
- Staff discipline
- Grievance
- Marking and assessment
- Use of social media
- Abuse against staff
- Complaints procedure
- Equality
- Do the school's health and safety and risk assessment policies take workload and wellbeing into account?
- Do policies contain a named member of staff who takes responsibility for the policy? Is the person happy with this and clear on the requirements for this task?
- Does the school ensure that any new or reviewed policies do not add unnecessarily to staff workload?

Request staff feedback

Working with the headteacher, set up a process for gathering staff feedback to give you an insight into how staff manage their workload.

This could be via a questionnaire (use our template, below), or a questionnaire supplemented by individual interviews with a representative sample of staff.

When collecting information, ensure:

- The headteacher clearly explains the aim of the questionnaire or interview (to monitor and improve staff work-life balance)
- Staff are clear what you'll do with the data collected, and whether it will be anonymised or not
- That if you interview/survey a sample of staff, this is representative of the entire workforce
- You have considered the timing of the questionnaire or interviews, and are not conducting your surveys too frequently or during busy periods such as report-writing season
- Questionnaires and interviews are short and to the point

Report the outcomes of any feedback-gathering exercise to the relevant committee of the board.

Use existing school data

It's likely that the school already holds data that you can use to indirectly monitor staff wellbeing. Look for patterns and trends in data such as the following, and raise questions with the headteacher where you identify any potential issues:

- Exit interviews
- Staff attendance records
- Turnover records
- Professional development training records

You may also find it useful to look at staff structures, to understand the division of responsibilities.

LINK GOVERNOR FOR NON-CORE CURRICULUM SUBJECTS

Governors: Individually assigned to all areas of the curriculum – see supplementary sheet.

Link Staff: Craig Steel / Sarah Renton

The role of the Link Governor for Non-core curriculum subjects

Linking governors to priorities in the school improvement/development plan is good practice and provides a form of direct monitoring of key areas. It will be key for a governor linked to Non-core curriculum subjects to have a full understanding of the actions planned by the school, what success will look like and what evidence will help a link governor evaluate success.

The role of the Non-core curriculum subjects link Governor

Many governing bodies use Link Governors effectively as one way to help the governing body to understand, develop and monitor English on offer at the school. Link Governors provide a link between the governing body, committees and school staff through regularly reports to the governing body or committees.

What does the Non-core curriculum subjects Link Governor do?

- Takes a particular interest in non-core curriculum subjects by keeping up to date with national and local initiatives
- Meets regularly with the subject leads in school in order to become informed about current policies and practices in the school and know how the subject fits into the School Development Plan
- Liaises with the literacy lead to obtain information on:
 - Training undertaken/planned/needed
 - Curriculum and timetable arrangements
 - Special needs or most able pupil provision
 - Planning, assessment and recording procedures
 - Standards of achievement
 - How well policies are operating
- Talks to the literacy lead about curriculum issues
- Visits lessons in order to understand how non core curriculum subjects are taught and any particular difficulties
- Encourages the subject leads to give a presentation to the governing body or a committee
- Reports back regularly to the governing body, making recommendations where appropriate, either via a committee or to full governing body meetings.

When visiting classrooms or other teaching situations, governors need to remember that they are not there to inspect lessons but to provide support and act as a critical friend to the school. Separate guidance is available from Governor Services on protocols for visiting classrooms; link governors should ensure they are fully aware of their school's practices and protocols.

Some questions to ask

- Are the policies and initiatives that are in place making an impact on pupil achievement?

- How are pupils of different abilities catered for? How do we know that the curriculum meets the specialised needs of all our pupils? Is there enough lesson differentiation to provide for students of all abilities?
- Could the curriculum be made more exciting/stand out more?
- Has school asked the pupils what they want from the curriculum? What did they say?
- What continuing professional development is available for staff?
- Are there sufficient resources in school to deliver the curriculum?
- What monitoring arrangements are in place?
- How does attainment and progress at my school compare to national averages and the government's floor target?
- Are we relatively stronger or weaker in non-core subjects relative to reading or writing or Mathematics?
- Do we have any under-performing groups of pupils or are there any gaps in attainment between some groups of pupils?
- How might the context of our school affect our performance?

LINK GOVERNOR FOR GOVERNANCE IMPROVEMENT/TRAINING AND ORIENTATION.

Governor: Nicky Campion

Link Staff: Craig Steel/ Sarah Renton/ Ken Etherington

The role of the LINK GOVERNOR FOR GOVERNANCE IMPROVEMENT/TRAINING AND ORIENTATION.

- Helping the governing board identify its training needs
- Encouraging individual governors to attend training courses and report back to the governing board
- Providing relevant information to the governing board about training matters
- Becoming a link for training and development between the governing board and the LA
- Helping new governors settle in and make them aware of training opportunities provided by the LA and others.

What does the link governor for governance improvement/training and orientation do?

- Assessing the training needs of individual governors. This includes:
 - New governors
 - Governors taking on new roles
 - Governors who need 'refresher' courses or updates
- Encouraging governors to attend courses
- Reviewing the balance between personal development and benefits for the governing board. For example, they should consider how information from courses is shared
- Monitoring courses attended
- Checking that all governors are receiving appropriate training and there is a good spread
- Alerting the governing board to strategic training
- Communicating with the governor training and support team regarding governors' needs
- Providing governor feedback from courses
- Helping with the induction of new governors
- Considers skills audit
- Develops the governance improvement plan.

LINK GOVERNOR FOR ICT/Data protection

Governors: Craig Daly / Nicky Campion

Link Staff: Matthew McGill, Craig Steel/Sarah Renton

The role of the ICT link Governor

The role should involve the following objectives:

- Establish the impact of ICT on pupils.
- Monitor e-safety and cyber-security
- Monitor the development of ICT equipment
- Monitor the school's ICT strategy through school visits

What does the ICT Link Governor do?

- Takes a particular interest in ICT by keeping up to date with national and local initiatives.
- Be involved in drafting the school's ICT strategy, with a small working party of other governors and relevant staff members .
- 'champion' the school's use of ICT, ensuring that the governing board recognises its importance and prioritises it when allocating resources.
- focus on establishing the benefit that each aspect of the school's ICT provision has for pupils.
- Meets regularly with the subject leads in school in order to become informed about current policies and practices in the school and know how the subject fits into the School Development Plan
- Liaises with the ICT lead to obtain information on:
 - Training undertaken/planned/needed
 - Curriculum and timetable arrangements
 - Special needs or most able pupil provision
 - Planning, assessment and recording procedures
 - Standards of achievement
 - How well policies are operating
- Talks to the ICT lead about curriculum issues
- Visits lessons in order to understand how ICT is taught and any particular difficulties
- Encourages the subject leads to give a presentation to the governing body or a committee
- Investigating the school's e-safety policy and whether it is being applied consistently
- Looking at whether the policy covers both pupil and staff use of ICT
- Learning about the school's rules for pupil use of ICT – Mark's own school calls these 'iRules'
- making termly visits with the following schedule:
 - First term: meeting with the co-ordinator to discuss plans for the upcoming year and their expected impact

- Second term: a learning walk with the co-ordinator to see plans and policies in action, and discuss any problems
- Third term: meeting with the co-ordinator to discuss how the year has gone, and what actions should be taken for the coming year
- Reports back regularly to the governing body, making recommendations where appropriate, either via a committee or to full governing body meetings.

When visiting classrooms or other teaching situations, governors need to remember that they are not there to inspect lessons but to provide support and act as a critical friend to the school. Separate guidance is available from Governor Services on protocols for visiting classrooms; link governors should ensure they are fully aware of their school's practices and protocols.

Some questions to ask

The school leadership team is responsible for developing and implementing a vision for ICT that is sustainable and in line with the school's objectives.

Governors should support and monitor this, but avoid getting involved in project management or auditing the school's current provision.

- How do we know that ICT in the school supports effective learning? Do we know where we could make improvements?
- When did the school last conduct a review of its ICT strategy?
- When did we last seek the opinions of staff on the school's ICT offer?
- Do we seek support, advice and training on our ICT strategy from a range of external partners, including the local authority, specialist consultants and other schools?
- Are training opportunities available for all members of staff on the effective use of ICT?
- Has the school undertaken an ICT investment planning exercise, to ensure it is committing an appropriate amount to the future deployment of ICT?
- How are documents backed up and stored?
- Filters are used to restrict and grant access to certain systems?
- How is Software is updated – e.g. antivirus software?
- What are the school plans for equipment renewal or improvement?
- What are the school plans for the use of new technology, such as tablets?

Link governor for data analysis (education and finance)

Governors: Jason Cochrane and Craig Daly / Nicky Campion

Link Staff: Craig Steel and Sarah Renton.

What is the role of the data analysis link governor?

Every board needs at least one person with the skills to understand and interpret data, according to section 3.4 of the [Governance Handbook](#).

The data analyst should:

- Make sure that other board members correctly understand what the data says about the school's performance
- Identify those issues that need to be discussed and prioritised based on the data
- Guide the other board members and help them increase confidence and skill
- Identify training opportunities and encourage the other board members to attend

Their responsibility is to ensure that every member on the board can fully engage in discussions about data as it relates to financial and educational performance.

What does the data analysis link governor do?

if you're a governor with responsibility for data analysis you might:

- Interpret the school's attainment, pupil progress and attendance data
- Compare the school's performance data with national/local data and data for similar schools
- Challenge, when necessary, the data analysis of the headteacher and senior leaders at termly meetings and governing board meetings
- Work with the headteacher at termly meetings to analyse the school's projected improvement in the next year's data
- Explain all data matters, including both past and future projections, to fellow governors
- Help fellow governors make links between data from the headteacher's assessment of the quality of teaching and its impact on school performance
- Advise governors involved in the performance management of the headteacher on the relevant data
- Use knowledge and understanding to robustly defend the school's data record during Ofsted inspections

Some questions to ask.

Responsibility for data doesn't have to lie with a dedicated 'data governor'. Other members of the board members can and should share responsibility. However the link governors for data analysis should concern themselves with ensuring that data is presented to the governing body in a way that is meaningful and allows them to execute their strategic role.

Link Governor for parental and community engagement.

Link Governor: Jo Walsh

Staff link: Craig Steel/Sarah Renton

What is the role of the link governor for parental and community engagement ?

The core function of this role is to ensure that the governing body complies with its strategic functions by being connected with, and answerable to, the communities they serve, particularly parents/carers. Parental engagement can have a large and positive impact on children's learning. It should not be confused with parental representation on a board and neither should it be seen as a one-off exercise for organisations. Boards should ensure that their organisation is regularly communicating with parents and carers and that parental engagement is used by the board to inform their strategic decision-making. Communications with parents and carers should be clear in supporting them to understand the structure of the school, how it operates, and how they can support their child's education.

What does the link governor for parental and community engagement do?

The link governor in this role should ensure that stakeholders voices are heard when making decisions about the future of the school. They may also be involved in proposing and executing strategies to engage with parents such as parental surveys, focus groups or parent councils.

Some questions to ask.

Are we meeting the statutory requirements on publishing information?

How, when and why does the school communicate with parents?

Do we ensure that parents are made aware of any changes taking place in school?

When did we last engage with parents to gather their views?

What did the results show and what impact did this have?

How does the school improvement plan take account of parents' views?

Is it easy for parents to get in touch with the school?

Are parents directed to Ofsted's Parent View website?

Should governors carry out focus groups to find out more?

What is done to encourage parents to help their children learn, and how does the school support this?

Why are parents choosing – or not choosing – our school?

Why do children leave the school before their final year?

How are parents informed about their child's behaviour (bad/good) and what methods are used to engage them (parents)?

What complaints have we had from parents and what action was taken as a result?

Have we taken into account the views of parents, pupils and staff when developing our vision?

Link Governor for Personal, Social, Health Education & Sex and Relationships Education (PSHE / SRE)

Link Governor: Jason Cochrane

Staff link: Katie Short

What is the role of the link governor for PSHE / SRE?

The core function of this role is to keep the governing board informed about the area for which they're responsible, and acting as a link between governors and staff.

What does the link governor for PSHE / SRE do?

- Make pre-arranged visits to school, with a clear focus on the intent, implementation and impact of PSHE / SRE teaching across the school.
- Ensure that the school is delivery the statutory requirements related to SRE, and that all pupils are taking part in the areas they are required to.
- That parents are kept informed and can give informed consent to take part in the non-statutory areas of the curriculum.
- Support the key member of staff who is responsible for the delivery of this area of the curriculum.
- Develop knowledge, as appropriate, in this specialist area, and take part in any relevant training.
- Ensure the school has any relevant policies in place
- Monitor the implementation of the school's strategy in this area.

Some questions to ask.

- What does our PSHE and citizenship offer comprise? How do we know it is effective? What evidence is there for this?
- How do we know that our PSHE and citizenship teaching has positive outcomes for pupils? What evidence is there of this?
- How do we monitor our PSHE and citizenship teaching? Who is responsible for this?
- How do we ensure our citizenship teaching meets the requirements of the National Curriculum programmes of study?
- How does our PSHE and citizenship offer contribute to the school's overall aims and ethos?
- How does our PSHE and citizenship offer contribute to the wider curriculum?

COHORT GOVERNORS.

Each governor in the academy will be asked to take on the role of cohort governor in addition to their link role. The role of the cohort link governor is more 'informal' than the link governor role. It is not a monitoring role but does provide an opportunity to 'get to know the school' through the eyes of a cohort as they move through school. The governors will build a deep understanding of year group characteristics and use this to bring our data analysis to life. Where possible the cohort Link Governor may visit the children in school for the following activities:

- Class Activities
- Trips out of school
- Parties/special occasions/special visitors
- To spend some time with them in school to find out what they are doing

Governors are NOT required to produce a report for this type of visit. If questions arise as a result of the above visits, they MUST be shared with the class teacher and or Headteacher. The cohort Link Governor may be asked to meet with a group of children from their allocated cohort to discuss an agreed topic or focus. The topic is usually selected by the Headteacher and is linked to a school improvement priority for example, provision for more able children. The Headteacher, or a member of staff, will prepare a list of questions relating to this focus for governors to use when they meet with the children.

Appendix 10 Commonly used acronyms and abbreviations (September 2016)

ADHD	Attention Deficit Hyperactivity Disorder
ADD	Attention Deficit Disorder
AGT	Able, Gifted, Talented
APP	Assessing Pupil Progress
APS	Average Point Score
ARC	Additionally Resources Centre
ARE	Age Related Expectations
BSA	Books/Stationery/Apparatus
CAF	Common Assessment Framework
CAMHS	Child and Adult Mental Health Service (Replaced by CYPS)
CATs	Cognitive Ability Tests
CEIAG/IAG	Careers Education, Information, Advice and Guidance
CPD	Continuing Professional Development
CRB	Criminal Records Bureau (Replaced by DBS)
CVA	Contextual Value Added
CYPS	Children, Young Peoples Service (Replaced CAMHS)
DA	Disadvantaged Students
DBS	Disclosure and Barring Service (Replaced CRB)
DES	Disability Equality Scheme
DfE	Department for Education
DDA	Disability Discrimination Act
DSEND	Disability Special Educational Needs and Disabilities
DSP	Designated Safeguarding Person
DT	Design Technology
EAL	English as an Additional Language
EHC	Education, Health Care (Plan)
EP	Expected Progress
FFT	Fischer Family Trust (Education Charity)
HA	High Attainers on entry

HSE	Health and Safety Executive
ICT	Information and Communication Technology
IEP	Individual Education Plan/Programme
IIE	Investment in Excellence
INSET	In Service Education and Training
ITT	Initial Teacher Training
L&M	Leadership & Management
LA	Low Attainers on entry
LAC	Looked After Children
LA	Local Authority
LADO	Local Authority Designated Officer (Safeguarding)
LCVAP	Locally Co-ordinated Voluntary Aided Programme
LLE	Local Leader of Education
LSU	Learning Support Unit
MA	Middle Attainers on entry
MEP	More than Expected Process
MFG	Minimum Funding Guarantee
MFL	Modern Foreign Languages
NGA	National Governors' Association
NLE	National Leader of Education
NLG	National Leader of Governance
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
OFSTED	Office For Standards in Education
OSC	Out of School Clubs (or ASC – After School Clubs)
PA	Persistent Absence
PAN	Published Admissions Number
PFI	Private Finance Initiative
PGCE	Post Graduate Certificate in Education
PLASC	Pupil Level Annual School Census
PM	Performance Management

PP	Pupil Premium
PPA	Planning, Preparation and Assessment
PRU	Pupil Referral Unit
PSA	Parent Support Adviser
PSHCE/PHSE	Personal, Social, Health (and Citizenship) Education
PTA	Parent Teacher Association
QCDA	Qualifications and Curriculum Development Agency
R&R	Recruitment and Retention
RAISE	Raising Achievement in School Education
RAP	Raising Achievement Plan
SACRE	Standing Advisory Council on Religious Education
SATs	Standard Assessment Tasks
SBM	School Business Manager
School Direct	Initial Teacher Training through teaching schools
SCITT	School Centred Initial Teacher Training
SEAL	Social and Emotional Aspects to Learning
SEF	Self Evaluation Form
SEMH	Social Emotional Mental Health
SEND/SENCO	Special Educational Needs and Disabilities/Special Educational Needs Co-ordinator
SENTASS	Special Educational Needs Teaching and Support Service
SFVS	Schools Financial Value Standard
SIMS	School Information and Management System
SIP/SDP/SP	School Improvement Plan/ School Development Plan/School Plan
SIS	School Improvement Service
SLA	Service Level Agreement
SLE	Specialist Leader of Education
SLMP	School Leadership Management Plan
SMSC	Spiritual, Moral, Social and Cultural
SMT	Senior Management Team
SSSR	Supported School Self Review

TALMs	Teaching and Learning Managers
TaMHS	Targeted Mental Health in Schools
T&L	Teaching & Learning
TLR	Teaching and Learning Responsibilities
VA	Voluntary Aided
VA	Value Added
VC	Voluntary Controlled

Appendix 11 Online participation for Governors - Guidance

Introduction

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

Social media, such as Facebook and Twitter, may present incredible opportunities for school governors to communicate and collaborate more effectively – however there are risks and governors must be aware of the implications of participating online in their official capacity. The recommended way of communicating and collaborating online at Kibblesworth Academy is through Office 365. All communications which contain sensitive information relating to child protection, or personally identifiable data should only be transmitted using egress switch. This restriction is to support our GDPR compliance and protect the private information of our pupils, parents and staff.

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

The opportunities

Participating online offers a number of opportunities for school governors. For example:

- **Communicating between governors:** using trusted online spaces, governors can have discussion online and share information with one another between face to face meetings, increasing efficiency. There is also the opportunity for governors to communicate with other governors in their local authority and nationally.(office 365)
- **Listening to what people are saying:** like it or not, people will be talking about your school online.
- **Engaging with parents and students:** greater involvement from school stakeholders such as parents and students can be achieved by talking to them online, especially when using spaces they already visit regularly, such as Facebook
- **Promoting the work of the governors:** by using digital channels to talk about the work governors are doing, more people will get to hear about and understand it
- **Encouraging new people to become governors:** the visibility provided by participating online means that more people will be aware of the role and inspire them to get involved themselves

The risks

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

- **A governor writes something inappropriate:** the ease of sharing thoughts and opinions online means it is easy to write something that could bring the school into disrepute.
- **Confidential information is released to the public:** again, the fact that it is so easy to put information on the web means data security policy can be easily breached. (GDPR Policy)
- **An online discussion between some but not all members of a governing body undermines collective knowledge and responsibility:** there is a danger of a two-tier governing body resulting from online discussions that exclude those governors not online.

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

Guiding principles

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

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

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

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

The different sites

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

Facebook

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

Twitter

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

Blogging

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

LinkedIn

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

YouTube

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

Things to do

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

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

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

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

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

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