



CROFTLANDS INFANT AND NURSERY SCHOOL

Governing Body Policy Document

1. Organisation of responsibility and accountability
2. Roles and Responsibilities (Terms of Reference)
3. Code of Practice for governing bodies and governors
4. Scheme of delegation
5. Induction of new governors

Roles and Responsibilities (Terms of Reference)

Governing Body – Responsible for determining the aims and overall conduct of the school. Includes deciding how school should develop in order to maintain and improve its standard of education and approve the policies, plans and procedures which support that development. The chair of governors maintains weekly contact with the head teacher to discuss any matters arising that might affect the school.

Management- The school employs a head teacher who is responsible for the day to day running of the school.

Senior Management Team- A joint policy forum consisting of the Head, English and Mathematics subject leaders.

Responsible for- Medium term policy development, class organisation, trend analysis, co-ordination of the school development plan and issues that fall out of the remit of the committees.

Finance, Personnel and Admin Committee- Responsible to the governing body on all financial matters, including the monitoring of those tasks delegated to the head teacher and other committees. Responsible for matters concerning employment of staff, administrative organisation, public relations and health and safety matters.

Membership- Not less than three governors and the head teacher with up to two additional non-governors [non-voting members]

Quorum- Three governors

Meetings- Minimum of one per term with the usual seven days notice.

- Duties include: To monitor income and expenditure and report at every full governors meeting.
- To prepare a draft budget for the forthcoming year for the approval of the governing body, taking in to consideration the school development plan.
- To agree the level of financial delegation to the head teacher for the day to day financial management of the school.
- To arrange the auditing of non-public funds.
- To work within the Standing Orders in relation to Contracts for schools referred to in the Financial, Administrative and Security Tasks Procedures Manual, and the Cumbria LA Scheme For Financing Schools. (see financial procedures manual)
- Developing, reviewing and revising as necessary the governing body policy document.
- Co-ordination of governor induction and training and staff development.
- The interface between the governing body and school staff on whole group issues.
- Publicity, public relations and information to parents and the wider community.

Pay Review Committee –

Duties include:

- To achieve the aims of the whole school pay policy in a fair and equal manner.
- To apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review.
- To observe all statutory and contractual obligations.
- To minute clearly the reasons for all decisions and report these decisions to the next meeting of the full governing body.
- To recommend to the governing body the annual budget for pay.
- To keep abreast of relevant developments and to advise the governing body when the school's pay policy needs to be revised.
- To work with the head teacher to ensure that the governing body complies with performance management regulations.
- To liaise with the appointed governors for the head teacher's performance management who will make recommendations to the committee on head teachers' pay.

Education Committee- Responsible for matters concerning the curriculum, classroom resources and statutory educational requirements.

- To monitor assessment procedures, ensure accurate and effective records of progress are maintained and used by staff.
- To monitor pupils' performance tracking records.
- To evaluate progress of identified groups within the performance tracking records – in particular Gifted & Talented, SEND, Pupil Premium, EAL and FSM pupils, Children Looked After, and children from ethnic backgrounds.

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- To report to the FGB on the progress of pupils and identify areas that require additional attention with a focus on raising standards.
- To monitor the delivery of a broad, balanced and stimulating curriculum within the requirements of the National Curriculum, through use of subject link governors and in line with the school development plan.
- To monitor Religious Education and ensure that it reflects the Cumbria Scheme.
- To monitor the provision of sex and relationships education within the school.
- To monitor class sizes to ensure that they are appropriate for effective teaching and learning.
- To monitor communications to parents relating to curriculum matters.
- To review all policies relating to the curriculum.
- To advise on complaints relating to curriculum provision referred to the committee by the governing body.

Quorum- Three governors

Premises and Health and Safety Committee – Responsible for matters concerning health and safety of all users of the school and the upkeep and use of the buildings, environs, services and facilities.

- Inspecting the school premises and site to determine the need for maintenance and improvement.
- Investigating the site and buildings to ensure the health and safety of all.
- Costing maintenance and improvement projects.
- Preparing and monitoring expenditure plans for the annual budget.
- Investigating energy costs against budget and monitoring energy efficiency measures.
- Monitoring the lettings policy and the appropriateness of lettings.
- Monitoring Health and Safety policies and procedures.
- Monitoring accidents and incident reports.

Quorum- Three governors

Scheme of Delegation

1. The senior management team and committees to have decision – making authority in accordance with the duties and responsibilities as specified in their terms of reference above.

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2. Day to day school and site management to be the responsibility of the head teacher.
3. Urgent items requiring action outside senior management and committee meetings to be the responsibility of the head teacher in consultation with the chair and/or vice chair of the governing body.
4. The Code of Practice for Governing bodies and Governors will be added as an appendix to this policy.

Roles and Responsibilities

- All governors have equal status whether they are appointed, elected or co-opted; they represent the interests of the community as a whole rather than the interests of any specific group.
- The governing body has an overall responsibility for school effectiveness; this will involve determining, monitoring and reviewing the broad policies, plans and procedures within which the school operates as well as the outcomes of its activities.
- The head teacher, and not the governing body, is responsible for the implementation of agreed policy, the day to day management of the school and the operation of the curriculum.
- As a corporate body, with a collective responsibility, the governing body has powers to delegate responsibility to individual governors, to committees and/or to the head: to this end, it must have a clear and agreed Scheme of Delegation.

Code of Practice for Governing Bodies and Governors

An effective governing body must have a clear sense of purpose and direction for its school. The governing body is accountable to the school community and broader community for the effectiveness of the school. In its work the governing body will collaborate with, and be questioning of, the Head and Staff, who are responsible for the day to day management of and operation of the school.

This statement should be considered alongside the attached code of conduct for governors.

Aims

The aims of the governing body are:

- To support the school in meeting its statutory responsibility to provide the best possible education for each individual pupil;
- To be fully accountable to those who established and fund the school and also to the parents and the wider community for the way in which it carries out its functions as a governing body;
- To act at all times in accordance with the requirements laid down in Acts of Parliament, statutory regulations and the school's instrument of government;
- To maintain and develop the ethos and reputation of the school;

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- To act with due regard for the wellbeing of children in other schools in supporting the activities of their own particular school;
- To ensure that the school's interests are properly represented at local level and at national level wherever and whenever appropriate.

Induction of New Governors

All governors will be given an Induction pack:

- To welcome new governors to the governing body and enable them to meet other governors and members.
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos.
- To meet the head teacher, staff and children.
- To explain the partnership between the head teacher, school and governing body.
- To explain the role and responsibilities of governors.
- To give background material on the school and current issues.
- To give new governors an opportunity to ask questions about their role and/or the school.
- To explain how the governing body and its committees work.
- To allow new governors to join the most appropriate committee(s).

Governing Board Code of Conduct

The governing board has the following core strategic functions:

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Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the lead head teacher
- Monitoring the educational performance of the school and progress towards agreed targets
- Performance managing the lead head teacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the executive leaders.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.

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- We will actively support and challenge the executive leaders
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation;
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views;
- when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits arranged in advance with the head teacher and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors will be collected and logged on the DfE's national database of governors (Edubase).

Relationships

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- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

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

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the school website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Ceasing to be a governor

- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

The seven principles of public life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Code of Conduct for Governors Visits

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Governors have a responsibility to monitor and evaluate the progress of their school. This can be done through a variety of methods including reports from the head teacher and senior staff, analysis of statistical data and perhaps, most importantly, through first hand observation and talking with staff.

It is not always easy for every governor to set aside time to visit school during a working day, but we value the importance of visits by governors.

For such visits to our school to be positive and supportive, they will be planned in a way that enhances the governing body's understanding of an aspect of the school's work. Care will be taken not to place any additional unnecessary workload on staff. We believe that governor's school visits can be very productive when they are well structured and complement the school improvement planning and monitoring process. Building trusting relationships are key to ensuring that visits are a valuable experience for all concerned. An agreed code of conduct for governor visits can help foster good governor/staff relationships and encourage governors to get first-hand knowledge of our school, and to monitor and evaluate the progress of the school improvement plan in other ways than at meetings. It is essential that confidentiality is observed at all times.

Governor visits should:

- Have a clear purpose;
- Be formally arranged and agreed with all parties before the visit takes place;
- Be an opportunity to celebrate and recognise what the school does well;
- Give the governor the opportunity to ask further questions;
- Give the governor the means of reporting certain aspects of the visit back to the full governing body;
- Help contribute towards building positive relationships between staff and governors.

Governor visits are not:

- To inspect the school;
- To make judgements about the quality of teaching;
- Unplanned and unannounced;
- Unfocused.

A basic structure for the visits is important before any individual visits take place.

This will include:

- Setting a timescale for visits;
- Deciding how many governors need to visit each term, half term, year etc.
- Agreeing what happens during a visit; how it is to be organised;
- Arrangements for feedback to the whole governing body.

Clarify the purpose of the visit

Is it:

- Linked to the School Improvement Plan?

- Linked to a particular governor's role or responsibility?

Planning the visit

The visit will be planned with the head teacher and an agenda for the visit agreed.

- Will there be a tour of the school?
- Will the governor be joining an assembly?
- Will the governor be going into lessons?
- Will the governor have the opportunity to meet teachers in advance?
- Will the governor be meeting the subject leader?
- What is the governor observing?
- Will there be an opportunity to discuss aspects of the governor's visit with the teacher/head teacher before they leave?

If you can meet teachers before the visit:

- Ensure they are comfortable with the arrangements;
- Ask them where they would like you to sit and how you are to be introduced;
- If you intend to make notes, ask if they are happy with this;
- Find out what teachers intend to do in lessons;
- Be positive not critical or confrontational!

During & After the Visit

During the visit

- Keep to the agreed timetable and arrive in plenty of time;
- Be relaxed and interested;
- Get involved if this has been agreed in advance;
- Don't distract teachers from their work;
- Remember why you are there - it is a monitoring visit not an inspection;
- Remember you are there to learn about the school;
- Talk to pupils and staff when appropriate, showing enthusiasm and interest;

After the visit

- If there is the opportunity, discuss with teachers what you have observed;
- Use this opportunity to clarify anything you are unclear about;
- Thank the teachers for hosting you in their classroom;
- Make notes about your observations while they are still fresh in your mind;
- Agree with the Head teacher and the Chair of Governors how you are to report back to the other governors;
- Ask yourself what you have learned from the visit.

Reporting back

- Following your agreed protocol, prepare your feedback for presentation to governors;
- This might be a verbal or a written report;
- Keep a copy of your report and give a copy to the head teacher to place in the Governors monitoring file;
- Think to yourself: what can I do to make my next visit even more effective?

Monitoring the ethos/culture of a school could involve observing the following examples of aspects and evidence

Aspects	Evidence
There are high expectations of all	<ul style="list-style-type: none"> • School vision evident • Staff follow up students who are not adhering to the school's standards - uniform, behaviour etc. • School rules are in evidence
Mutual respect is evident in the way that staff and pupils relate to each other	<ul style="list-style-type: none"> • Pupils work without disturbing others • Pupils do not interrupt each other or staff • Staff do not interrupt each other or pupils • Pupils do not intimidate or belittle each other • Teachers are courteous when they speak to pupils and the reverse is true
The school promotes positive attitudes to ethnic and cultural diversity	<ul style="list-style-type: none"> • Pupils are encouraged to recognise and respect social, ethnic and cultural differences and similarities • Positive images of people from various ethnic groups and their cultural backgrounds are displayed in the school <p>Special dietary needs are catered for Curriculum content and resources reflect ethnic and cultural diversity</p>
Pupils have rights as well as responsibilities	<ul style="list-style-type: none"> • School council information is displayed • Pupils are acting as mentors/buddies/counsellors for their peers • High quality teaching and resources support learning • Pupils help to determine the rules and sanctions <p>Staff interactions with pupils model the values of the school</p>
Pupils' achievements are celebrated	<ul style="list-style-type: none"> • A wide range of work is displayed, not just excellent work • Displays, photos cover a range of achievements - academic, social, cultural, sporting, both in and out of school • Positive and public appreciation of effort as well as success - awards assemblies, badges, stickers, certificates etc. • 'Helpers' chosen for their personal qualities regardless of their academic achievements.
The school environment is looked after by all	<ul style="list-style-type: none"> • Pupils and staff show respect for people, living things, property and the environment • Litter-free, clean tidy corridors, reception area, classrooms, toilets • Displays are up-to-date • Equipment all in good working order
Teaching and learning are enjoyable for both adults and pupils	<ul style="list-style-type: none"> • Laughter, enthusiasm, energy, active participation are evident in learning situations • Pupils are encouraged to explore, to enquire and to become confident, independent learners

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	<ul style="list-style-type: none">• Low rates of absenteeism - pupils and staff• High involvement in extra-curricular activities• Nobody is left out.
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Reviewed annually

Last review – October 2023