

Newhampton Church of England Schools Federation

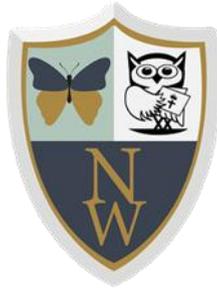
Governance Framework

Including
Scheme of Delegation and Terms of Reference

Growing together in strength, love and wisdom, we shine.

Newtown Church of England Primary School
Welshampton Church of England Primary School

This document was agreed by the Governing Body at the meeting held on
24 October 2024 and will be reviewed during September 2025



Values and Vision

Growing together in strength, love and wisdom, we shine.

“Let your light shine” Matthew 5:16

‘Let your light shine’ encapsulates the Federation’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who leave our schools feeling excited and ready for the future.

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Introduction

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance of Newhampton Church of England Schools Federation (Federation). The Governing Body has resolved to conduct all its business as a full Governing Body, and to work collectively without committees, except for the recommended Salaries, Performance Management and Employment Issues Committee.

The core functions of the Governing Body are as set out in [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013, regulation 6\(1\)](#) and include, but are not limited to ensuring:

- That the vision, ethos and strategic direction of the school are clearly defined.
- That the headteacher performs their responsibilities for the educational performance of the school.
- The sound, proper and effective use of the school's financial resources.

The Governing Body and its Governors must, as required by [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013, regulation 6\(2\)](#):

- Act with integrity, objectivity and honesty and in the best interests of the school.
- Be open about the decisions they make and the actions they take and shall be prepared to explain their decisions and actions to interested parties.

The Governing Body also has legislative responsibility and strategic oversight for the Federation's safeguarding arrangements.

Nolan Principles

Along with agility being the key to accountability and effectiveness, all Governors MUST operate through the Nolan principles and therefore all decisions must accord to these principles:

Selflessness:	Our decisions are taken to act solely in the public interest.
Integrity:	We must avoid placing ourselves under any obligation to people or organisations that may try to inappropriately influence us. We should not act or take any decisions to gain financial or other material benefits personally or for family or friends. We MUST declare and resolve any conflicts or relationships.
Objectivity:	Our decisions are taken impartially, fairly and on merit, using best evidence and without discrimination or bias
Accountability:	We are accountable to the public for our decisions and actions and are open to external scrutiny
Openness:	Our decisions are taken in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for doing so.
Honesty:	We should always be truthful.
Leadership:	We should exhibit these principles in all our behaviour. We should actively promote and robustly support these and be willing to challenge poor behaviour wherever it occurs.

The Circle Model of Governance

When applying the Circle Model of Governance, the Governing Body works as a ‘whole team’, without any separate committees except for the recommended Salaries, Performance Management and Employment Issues Committee. It meets for a “Planning and Election” meeting in early September and a Finance Planning meeting in May, and at least another 6 times per year, once in each half term. The annual planner and agenda for each meeting will include all the tasks which the Governing Body is required to consider, and the Governing Body will ‘commission’ assignments or activities arising from the business of the meeting, which will be recorded in the minutes. Any ‘commissioned’ working groups will have Governing Body drafted agreed terms of reference.

In addition to ‘commissioning’ activities or actions on their behalf, the Governing Body, in order to ensure its core functions are fulfilled, will delegate monitoring responsibilities to ‘Monitoring Governors and/or Review Groups’. These include the statutory required monitoring roles and panels and those focused on the priorities of the School Development Plan.

In each case where a function has been delegated there is a statutory duty to report any action or recommended decision to the Governing board at the next meeting.

Outline Meeting Planner

Election and Planning Meeting (September)	Meeting 1	Financial Review (May)	Meeting 2
Election of Chair	Safeguarding (15)	Outturn	SEND (15)
Election of Vice Chair	Finance (including Pay recommendations Aut 1) (SFVS) (20)	Budget	Finance (including Pay recommendations Aut 2) (SFVS) (20)
Declaration of Interests	SDP/SEF (30)		H/T Report (30)
Code of Conduct	Risk Management/ H&S/Premises (15)		Flourishing Schools (15)
Monitoring Roles	Monitoring Reports (15)		Monitoring Reports (15)
Governor Visits Plan (rota)	Policies (10)		Policies (10)
Review Skills Audit and Governing Body Self-Evaluation			
Governor Training Plan	Governance (5)		Governance (5)
Public Admissions Number			

The detailed Annual Planner can be found in Appendix A.

Monitoring Roles

Governor	Monitoring Area
Chair	Health and Wellbeing (staff and pupils)
Vice Chair	Governor Training
Allocated annually	Finance, Risk Management, Audit, Health & Safety, Cyber Security and Premises
Allocated annually	Safeguarding
Allocated annually	Flourishing Schools
Allocated annually	Curriculum (including Sports Premium) and Early Years
Allocated annually	Pupil Performance and Pupil Premium (including Disadvantaged Pupils)
Allocated annually	SEND (including Equality and Inclusion)
Allocated annually	Behaviour and Attendance
Allocated annually	Personal Development
Staff Governor	Stakeholder Engagement and Environmental Sustainability

Setting Strategic Direction

The Department for Education (DfE) states:

A governing body ensures the school has a clear vision set out in a specific written statement, which includes its ambitions for:

- delivering an excellent education for current and future pupils
- the school's relationship with other schools (or dioceses and diocesan families of schools and other organisations and partnerships within the education sector, where relevant)

It draws on, and ensures the school is connected and responsive to its pupils, parents and carers, and local communities it serves.

An effective governing body puts in place a strategy for achieving the vision, focusing on the significant strategic challenges. It provides a robust and costed framework for:

- setting priorities
- implementing and ensuring accountability
- monitoring progress in achieving the school's vision
- addressing the strategic challenges and managing risk

The detail of all school improvement actions does not form part of the governing body's strategy. These will be recorded in a separate school improvement plan (SIP) developed by the school leadership.

The Federation's Governing Body last carried out a review of its strategic priorities in 2024.

Induction and Training

A well-planned induction programme helps new Governors to become familiar with their school and what their role entails. Responsibility for overseeing induction should be allocated to individual(s) such as the Governance Professional and/or the Vice Chair. The Federation implements a 5 step approach to induction.

- Step 1. Introductory visit and meeting
- Step 2. Introduce other contacts
- Step 3. Provide essential information
 - Roles, responsibilities and conduct
 - The current context and priorities
 - How governance works in the Federation
- Step 4. Signpost induction training
- Step 5. Support prior to the first meeting

The Federation subscribes to the National Governance Association (NGA) which has a wealth of resources for new and experienced Governors:

- Knowledge Centre – exclusive online access to practical governance resources
- Learning Link subscribers can access flexible e-learning on a range of topics
- NGA networks offer opportunities to share knowledge and experiences
- Welcome to Governance LIVE training sessions

Developing skills and knowledge beyond induction

Governors should remain proactive in developing governance skills and knowledge. It is recommended Governors prioritise training in their areas of monitoring, such as financial governance or safeguarding, before exploring wider areas.

The Department for Education states that the following training should be undertaken:

Keeping children safe in education

Keeping children safe online

School Finances covering:

- A basic understanding of their school's financial cycle and legal requirements on accountability and spend
- An oversight of school spending
- An understanding of the school's financial position

Cyber security training (at least one Governor)

Educational performance data (at least one Governor)

Evaluating Governance

An effective governing body will review its own performance regularly. The governing body can evaluate the effectiveness of their governance through a combination of self-assessment tools, independent perspectives, and skills audits. Evaluation considers:

- the governing body's effectiveness and the quality of its decision making
- its impact on efficiency and reducing unnecessary workload for governors and staff
- the skills needed for governance
- readiness for growth, if appropriate
- individual performance of governors, for example their contribution to governing body meeting discussions

The Federation's Governing Body last carried out a self-evaluation in 2024.

The Governing Body Responsibilities

Operational

The following responsibilities **cannot** be delegated:

- To draw up the Instrument of Government and any amendments thereafter
- To review the standing order for election of the Chair and Vice Chair including the length of the term of office.
- To elect (or remove) the Chair and Vice Chair.
- To appoint (or dismiss) the Governing Body's Governance Professional.
- To hold at least 6 Governing Body meetings each year.
- To appoint and remove co-opted members.
- To appoint the Local Authority nominated governor
- To suspend or remove a governor.
- To decide which functions of the Governing Body will be delegated in replacement of a committee and to whom.
- To appoint the statutory individual required roles of Safeguarding, SEND, Health & Safety and Finance based on skill set and expertise.
- To receive reports from any Governor to whom a delegation has been made and to consider whether any further action or decision by the Governing Body is necessary.
- To review the delegation arrangements annually.
- To appoint a selection panel for Executive Headteacher.
- To ratify or reject decisions of appointed selection panel.
- To recruit new governors as vacancies arise ensuring the board has all the necessary skills to be effective.

The following responsibilities can be delegated:

- To set up and publish a register of Governors' Business Interests.
- To ensure that statutory requirements for information published on the school website, including details of governance arrangements, are met and updated as necessary.
- To ensure the information required for the National Database (GIAS) is collected, uploaded and amended as necessary (for academies within 14 days of any change) and accurate with the details published on the school website.
- To approve and set up a Governors' Allowances Scheme.
- To arrange a suitable induction process and mentoring for newly co-opted, appointed or elected governors
- To audit individual and collective development needs and from evaluation promote appropriate training.
- To regularly audit and evaluate the impact of governance to inform the structure of the Governing Body

General

- To set the Federation's vision in line with its mission, in consultation with the Diocese, in accordance with any trust deed as applicable.
- To regularly review the vision and values of the Federation and ensure that these are shared with all stakeholders.
- To take an active role in School Self Evaluation identifying success and areas requiring improvement.
- To approve, update and review regularly the School Development Plan agreeing a monitoring schedule for the Governing Body.

- To determine whether to publish a home-school agreement.
- To regard to the views (consult and listen) of pupils and parents and other stakeholders.
- To ensure the Federation has in place all statutory policies, ensuring compliance and approval, and to keep these under regular review, consulting with representative stakeholders as appropriate.
- To approve a Complaints Procedure and that parents/carers know how to raise concerns and make a complaint.
- To have regard to the professional advice given by the Governance Professional.
- To ensure the Federation complies with the General Data Protection Regulation (GDPR) when handling information belonging to pupils, staff, parents and governors.
- To ensure the Governing Body complies with all other legal duties placed upon them as shown and updated within the DfE's Maintained Schools Governance Guide.

Inclusion and Equality

- To ensure that provision for pupils with special educational needs and disability (SEND) is in place and monitor effectiveness.
- To have specific oversight of the Federation's arrangements for SEND.
- To establish and approve a special educational needs (SEN) policy.
- To publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014).
- To comply with statutory duties from the SEND code of practice and KCSIE in respect of pupils with special needs by appointing a SEND governor.
- To ensure that the Federation does not discriminate against pupils, job applicants or staff on the basis of race, religion, gender, age disability or sexual orientation.
- To receive reports on bullying, homophobic and racial incidents.
- To ensure equality objectives are published and demonstrate compliance with the Public Sector Equality Duty.

Safeguarding

- To promote the welfare of children, including mental health and wellbeing, and comply with the DfE's statutory guidance on Keeping Children Safe in Education and the Prevent duty
- To ensure statutory compliance with Keeping Children Safe in Education and its associated policies including adopting and reviewing annually the Local Authority's child protection / safeguarding policy and relevant procedures.
- To have regard to KCSIE ensuring training in the Federation is effective and complies with the law at all times
- To comply with statutory duties from KCSIE by appointing Safeguarding and Health & Safety governors.
- To comply with the requirement for the governing body to complete safeguarding training.
- To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the Prevent duty into the child protection policy.
- To complete an annual Safeguarding Review and return to the Local Authority.
- To ensure that any provision for extended activities and community services comply with the requirements safeguarding children including the Childcare Act 2006 and Disqualification under the Childcare Act 2006.

Finance

- To review an annual budget, ensuring resources are allocated in line with the school's strategic priorities and curriculum plans.
- To maintain a realistic three-year financial plan, which takes into account the school's vision, known risks and opportunities.
- To approve an annual budget.
- To monitor actual income and expenditure at least once a term against the approved budget
- To benchmark income and expenditure against that of similar schools, considering comparative performance and opportunities to improve efficiency.
- To ensure that sufficient funds are allocated for staff pay increments.
- To be alert to potential problems and significant variations to the approved budget at the earliest opportunity.
- To monitor spending of pupil premium, PE and sport premium (and other relevant premiums); ensuring that funding is spent effectively and is having the intended impact on pupil outcomes.
- To review and approve any adjustments to the school's approved budget.
- To approve expenditure and virements of sums over the agreed limit in the Finance Policy – sums below this amount are delegated to the Executive Headteacher.
- To undertake detailed scrutiny and recommend approval of the Schools Financial Value Standard (SFVS) and undertake actions identified as part of the SFVS.
- To ensure Local Authority Financial Procedures are complied with.
- To receive and act upon any issues identified by a Local Authority audit.
- To ensure that the school follows basic procurement rules and achieves best value for money when acquiring goods and services.
- To carry out and evaluate an annual Governor financial skills audit.

Risk Management

- To take a whole Federation approach to risk management.
- To have a risk management framework for identifying, managing and recording risks and incidents.
- To ensure risk assessments are in place to safeguard and promote the welfare pupils, staff and visitors.
- To review all risks regularly including those associated with strategic priorities and SDPs.
- To have adequate insurance cover to comply with legal obligations.
- To declare any conflicts of interests to ensure that transparent strategic decision making can take place.
- To disclose interests, withdraw from the meeting and not vote on the matter where a pecuniary interest exists decision makers must.
- To, where a governor provides goods or services, not put themselves in a position where personal interests conflict with their governance duty unless they are authorised to provide the goods or services and, therefore, they must declare their interest
- To be assured, if a conflict exists, that receiving the goods or services is in the best interest of the Federation and will help it achieve its purposes; manage, and be seen to manage, the conflict; be open and accountable; consider the advantages and disadvantages of using the goods and services.

Premises and Health & Safety

- To ensure that safeguarding policies, procedures and training is effective and complies with the law at all times, having regard to statutory guidance Keeping Children Safe in Education
- To ensure appropriate risk assessments are carried out and reviewed on a regular basis, particularly in response to changes in equipment or circumstances
- To monitor the completion of actions and recommendations arising from risk assessments
- To review the school's accessibility plan
- To receive an annual health and safety audit report and monitor any arising actions
- To receive a regular report on accident statistics, near misses, incidents of violence or aggression
- To ensure that a process is in place to approve educational visits, ensuring that health and safety planning and risk assessments have been undertaken for them
- To ensure that inspections of the school site, buildings and equipment take place (annually and at appropriate intervals), and a report is received identifying any issues
- To monitor the health and safety training that staff and governors undertake
- To understand the responsibility of the Federation for maintenance work of the school premises and the land it uses.
- To work closely with the Local Authority over the use of school premises, inside and outside of school hours, and the provision of community facilities and services.

Whistleblowing

- To agree and establish procedures in place for whistleblowing.
- To appoint at least one governor and one member of staff, who other staff can report concerns to.
- To ensure all staff are aware of the whistleblowing process and who to contact at the Local Authority.

Staffing

- To review the staffing structure of the school annually, ensuring that it meets the requirements the school development plan, the curriculum and is affordable.
- To consider applications from staff for variation to contract (such as secondments, early retirement, leave of absence, reduced working hours and flexible working requests).
- To review staff work-life balance, working conditions and wellbeing, including monitoring staff absence rates.
- To oversee the operation of the Performance Management policy, including making arrangements for the Executive Headteacher's performance management.
- To review pay decision data to ensure that pay increments are awarded fairly.
- To ensure the pay policy conforms to any statutory provisions which are set out within the school teachers' pay and conditions document (STPCD).
- To ensure pay and conditions of service for school support staff are on the scale of grades determined by the local authority.
- To ensure that staffing procedures (including recruitment procedures) comply with equality legislation and safer recruitment practice.
- To monitor the provision of staff training and CPD, ensuring sufficient budget is allocated.
- To make any decisions under the Governing Body's personnel responsibilities e.g. recruitment, disciplinary, grievance, capability, where the Executive Headteacher is the subject of the action.

- To make any decisions under the Governing Body's personnel responsibilities e.g. disciplinary, grievance, capability, unless delegated to the Executive Headteacher.

Admissions

- To follow the Local Authority Admissions Code statutory guidance when carrying out duties relating to school admissions.
- To set clear published admission numbers (PAN), which states the number of applicants they will admit where enough applications are received.

Religious Education and Collective Worship

- To ensure the Federation provides teaching of religious education for all pupils in accordance with the agreed syllabus or has informed parents of their right to withdraw their child.
- To ensure the Federation provides an act of broadly Christian daily collective worship.

Curriculum

- To ensure that the school has a broad and balanced curriculum that covers the national curriculum and delivers the EYFS statutory framework
- To ensure that statutory requirements are met.
- To ensure that the curriculum offer reflects the school's values.
- To ensure that the curriculum meets the needs of all pupils regardless of ability, age, sex or ethnicity.
- To ensure that the requirements of pupils with special educational needs and disabilities (SEND) are met, as laid out in the Code of Practice.
- To ensure that the curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness.
- To ensure that required information relating to the school's curriculum is published on the school's website.
- To monitor and evaluate the results of pupil's learning in terms of progress and attainment and how well pupils perform in examinations and assessments.
- To evaluate the impact of the curriculum in terms of pupils' preparedness for the next stage of education.
- To monitor and review the progress and attainment of specific groups of pupils including those in receipt of pupil premium funding and pupils with SEND.
- To monitor and evaluate the impact of continuing professional development on the quality of teaching.
- To consider the funding priorities necessary to deliver the curriculum.
- To consider recommendations relating to teaching and learning from external reviews of the school (for example, Ofsted or local school improvement advisers), and ensure an appropriate plan is in place to act on any recommendations.

Pupil Behaviour, Suspensions and Exclusions

- To establish a statement of behaviour principles on which the Executive Headteacher can recommend a behaviour policy.
- To review the use of suspensions and permanent exclusion in accordance with DfE statutory guidance.
- To review the Executive Headteacher's decision to suspend or permanently exclude in accordance with DfE statutory guidance.

- To monitor data on pupil suspension and permanent exclusion.

Uniform

- To have regard to DfE statutory guidance on the cost of school uniform when developing and implementing uniform policies.

Scheme of Delegation

Executive Headteacher

The delegation to the Executive Headteacher ensures a clear separation between strategic non-executive oversight and operational executive leadership. The Executive Headteacher is expected to work within the following areas of delegation, and to provide the Governing Body with such reports in connection with his or her functions as the Governing Body requires.

Safeguarding

The Executive Headteacher is responsible (with the support of the DSL for each school) for ensuring safeguarding arrangements are implemented effectively in their school. Responsibilities includes:

- Having the overarching responsibility of ensuring the effectiveness of the school's safeguarding arrangements as outlined in this policy.
- Being accountable and reporting to the Governing Body (with the support of the DSLs) on the effectiveness of school safeguarding arrangements.
- Supporting and as outlined in the Safeguarding Statement. This includes ensuring that the Leadership Team (LT) work effectively together and with the DSL, to ensure a whole school approach to safeguarding.
- Taking the lead role in ensuring the school implements safe practice including ensuring staff are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements. The Headteacher is also the lead person responsible for receiving, managing, and referring to/liasing with the Local Authority Designated Officer (LADO) with the support of the DSL or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use school premises.
- Enabling the DSL and any deputy(ies) to carry out their roles effectively. This means ensuring they are given sufficient time, training, support, resources, including cover arrangements where necessary.
- Ensuring that all school policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.

Finance

- To be alert to potential problems and significant variations to the approved budget at the earliest opportunity.
- To monitor spending of pupil premium, PE and sport premium (and other relevant premiums); ensuring that funding is spent effectively and is having the intended impact on pupil outcomes.
- To make miscellaneous financial decisions up to an agreed limit as set out in the Federation's Finance Policy.
- To monitor monthly expenditure.
- To authorise payments.

Staffing

- To appoint teachers and non-teaching staff.
- To implement Disciplinary, Capability and Grievance Procedures when required
- To oversee the operation of the Performance Management Policy for teachers and support staff.
- To ensure all members of staff are informed individually of the outcome of the annual pay review in writing within ten working days of the decision being made
- To produce and maintain a central record of recruitment and vetting checks.

Curriculum

- To ensure the National Curriculum is taught to all pupils and consider disapplication for pupils as appropriate.
- To be responsible for standards of teaching.
- To be responsible for each individual child's education.
- To recommend the content of any Relationships and Sex Education and to keep up to date written guidance for its delivery.
- To ensure the balanced treatment of political issues and to prohibit political indoctrination.
- To promote British Values.

Appraisal and Performance Management

- To carry out appraisal of teachers and support staff (or delegate to line managers in the schools).
- To make pay decisions in line with the pay policy and legal requirements.

Standards Setting

- To set standards and predictions for pupil achievement and progress.

Religious Education

- To provide Religious Education in line with Shropshire SACRE Agreed Syllabus.

Collective Worship

- To ensure, after consultation with the Governing Body, that all pupils take part in a daily act of collective worship.

Health & Safety

- To ensure that Health & Safety regulations are followed.

Pupil Behaviour, Suspensions and Exclusions

- To recommend the content of the Federation Behaviour and Suspensions and Exclusions Policies and publicise them to staff, pupils and parents.

Inclusion and Equality

- To designate a qualified teacher to be responsible for co-ordinating SEN provision (the SENCO)
- To appoint a designated teacher for looked-after children

School Organisation

- To ensure that the school meets for 380 sessions in a school year.
- To ensure that school lunch nutritional standards are met.
- To recommend and implement following approval, a data protection policy which complies with GDPR.
- To maintain a register of pupil attendance
- To publish on the website the agreed structure and remit of the Governing Board, including governor appointment details, term of office, declaration of business interests and attendance record
- To submit governor information to the DfE database of governors (GIAS)

Information for Parents

- To ensure that the schools keep parents and prospective parents informed by preparing and publishing a school prospectus on their website.
- To ensure that free school meals are provided to those pupils meeting the criteria.
- To ensure that parents are aware of their rights to withdraw their child from collective worship, RE and Sex and Relationship education.
- To ensure that a report on each child's educational achievement is forwarded to parents /guardians.

Governor Monitoring Roles

Any individual or pair of Governors to whom a governor monitoring responsibility has been delegated is expected to work within the following guidance together with the protocols and procedures set out in the Governor Visits Guidance. The Guidance can be found in Appendix B.

The following statutory governor monitoring roles and other roles are allocated at the Election and Planning Meeting annually.

- Safeguarding
- SEND
- Health & Safety
- Finance
- Governor training and development

The appointment of Monitoring Governors does not reduce the collective accountability of the Governing Body for all its functions. The Governing Body will need to ensure that its agenda and reporting mechanisms enables ALL Governing Body members to have strategic overview and responsibility to enable effective decision making. Responsibilities of Monitoring Governors include

- To monitor an identified area or a statutory function of the Governing Body and report to the Governing Body, ensuring the challenge and support of the committee the monitoring is replacing is captured. It is expected that 3 monitoring meetings with the appropriate Federation lead professional during the year, unless circumstances necessitate more. A meeting does not necessarily have to take place during the time when pupils are in school and could be at the end of the day as mutually agreed.
- To meet with the lead professional within the school to gain an understanding of the scope of the area / target and the activities the school is conducting to achieve success.
- To ensure holding to account by the questions which would have been asked as part of a committee meeting are undertaken within the visit with the answers documented.
- To undertake any necessary training (in or out of school) to enable effective monitoring of the areas / subject and keep abreast of development locally and nationally.
- To monitor the progress of school activities towards any priority milestone or duty.
- To evaluate the extent of success at the end of the set timescale.
- Reports will be submitted for agreement with the lead professional within one week of the meeting, and then be lodged with the Governance Professional for distribution with the agenda for the next Governing Body meeting.

The Governor Visit Report Template can be found in Appendix B.

Individual Monitoring Areas

The following are key monitoring areas that are considered beneficial to the overall effectiveness of the Governing Body along with a brief responsibility of the role.

Finance, Risk Management, Audit, Health & Safety, Cyber Security and Premises

Review financial planning, positions and reports and liaise with the Executive Headteacher. Provide information to the GB about financial matters when required. Review internal and external audit report with appropriate monitoring governor or Chair, ensuring the report and any action plan are brought to the GB's attention. Monitor audit action plans with the appropriate monitoring governor or Chair. Monitor Health and Safety compliance to make sure that the Federation's actual current practice reflect procedures in the policy. Monitor the recording accidents and 'near misses' and assess whether there are any patterns that might cause concern. Ensure the Health and Safety policy is reviewed regularly. Ensure a whole school approach to risk management

including a framework for identifying, managing and recording risks and incidents. Monitor that risk assessments are in place to safeguard and promote the welfare of pupils, staff and visitors. Lead the regular review of risks including those associated with strategic priorities and SDPs. Seek assurances from Federation leaders that the schools are adequately prepared if a cyber incident occurs. Monitor the management of the school estate, complying with any legal requirements. Monitor the use of the estate including to third parties.

Safeguarding

Ensure the Federation has appointed designated safeguarding leads (DSL) and a teacher who promotes the educational achievement of looked after children. Ensure the single central record has been checked by senior leadership and is up to date and compliant. Understand the Federation's safeguarding strengths and areas for development. Be aware of (without specific pupil details) any safeguarding incidents. Build a knowledge and understanding of the Federation's safeguarding policies and procedures, ensuring these are effective, regularly reviewed and updated. Monitor progress on any strategic safeguarding priorities. Ensure the DSLs have received the training they need and is well supported to carry out their role. Monitor through the Executive Headteacher staff safeguarding training, seeking assurance that staff are up to date with policy and practice and know what steps to take if they have concerns about a pupil. Observe (through arranged visits) how the culture of safeguarding is working within the Federation. Understand how safeguarding is built into the school curriculum and how pupils are taught about staying safe (including online safety). Use any safeguarding assessments or audits (sometimes conducted by local authorities) to help ascertain the robustness of safeguarding procedures and systems. Use data (often supplied within DSL safeguarding reports) to spot trends, for example, absence rates for looked-after children.

Flourishing Schools

Ensure the Federation's work is driven by a contextually appropriate theologically rooted Christian vision for education that reflects its foundation as a Church school, meets the needs of the school community, and enables people to flourish. Monitors the provision of religious education, collective worship, and pupils' spiritual, moral, social, and cultural (SMSC) education

Curriculum (including Sports Premium) and Early Years

Ensure that all pupils are offered a rich and engaging curriculum, which provides the knowledge, skills and personal qualities needed for them to achieve their full potential and lives. Monitor that the curriculum planned and taught in the school is balanced, broadly base. Support and challenge Federation leaders to develop and improve the curriculum. Monitor curriculum implementation and the impact on pupil outcomes. Monitor and evaluate the sports premium and its impact through achievements of pupils in PE and sports. Monitor the implementation and impact of the Early Years Foundation Stage (EYFS) curriculum.

Pupil Performance and Pupil Premium (including Disadvantaged Pupils)

Review and analyse a broad range of information and data in order to spot trends and patterns, and make sure the GB has a correct understanding of the Federation's educational performance. Identify issues that need to be discussed as a priority at a GB meeting. Maintain an overview of the performance of children eligible for the pupil premium. Review the allocation of resources and impact of the pupil premium on educational outcomes. Understand and keep up to date with the pupil premium plan. Ensure that the Federation see disadvantaged pupils as individuals, each with their own challenges, talents and interests. Monitor how staff work to identify how each pupil can make the next steps in their learning, whether they are performing below, at, or above expectations. Ensure the focus is on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours where appropriate) and strategies best suited to addressing individual needs, rather than fitting pupils into their existing support strategies.

SEND (including Equality and Inclusion)

Understand the GB's responsibility under the special educational needs and disability (SEND) Code of Practice. Monitor SEN and disability provision, budget and resources. Monitor the progress of pupils with SEN. Ensure the Federation is meeting the needs for the SEN and disability pupils. Monitor the Federation's actions to eliminate unlawful discrimination, promote equality of opportunity and promote good relations between member of the Federation and wider community. Ensure priorities for equality and diversity are considered when policies are reviewed.

Behaviour and Attendance

Monitor the Federation's behaviour policies and how Federation leaders are implementing the whole-school approach. Identify issues that need to be discussed as a priority at a GB meeting. Monitor the whole-school approach in that every aspect of life in school should proactively support high standards for behaviour, including: the way pupils are taught to behave, the way staff respond to misbehaviour and the way staff conduct themselves in their own relationships with other staff members, parents and pupils. Recognise the importance of school attendance and ensure it is promoted across the Federation's ethos and policies. Ensure Federation leaders fulfil expectations and statutory duties. Review attendance data and ensure Federation leaders focus improvement efforts on pupils as required. Monitor that staff receive adequate training on attendance.

Personal Development

Ensure the Federation provides high-quality pastoral support and a wide range of opportunities to nurture, develop and stretch pupils' talents and interests and that pupils appreciate these and make good use of them. Ensure the Federation prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. Ensure the Federation promotes equality of opportunity and diversity effectively. Ensure the Federation provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Monitor the Federation's work to enhance pupils' SMSC development, and this work is high quality. Monitor that the curriculum extends beyond the academic and provides for pupils' broader development and supports pupils to be confident, resilient and independent, and to develop strength of character.

Stakeholder Engagement

Ensure the GB and Federation builds relationships with parents, the local community, including the church community and diocese to create a sense of trust and shared ownership of the Federation's vision. Ensure the Federation has systems and process in place to communicate regularly with parents and carers, helping them to understand: the structure of the individual schools, how the schools operate, how they can support their child's education and how they can put forward their views. Ensure the GB and Federation regularly seek and consider the views of, and feeds back to, parents, carers, pupils, staff, and the local community how parental and community views influence and inform its decisions and decisions are communicated clearly to pupils, parents and carers, staff and communities

Environmental Sustainability

Ensure the Federation has a strategy for its contribution to environmental sustainability which should encompass all aspects of school life, learning and management. Assist with initiating discussion on environmental sustainability, incorporating environmental sustainability into the Federation vision strategy, and agreeing Federation climate action plans.

Health and Wellbeing

Understand the risk and protective factors of good emotional health and wellbeing which the Federation can influence. Challenge Federation leaders to support these through policies and the schools' development plans. Ensure Federation leaders have considered how mental health and wellbeing can be embedded into working practices, the curriculum and other activities. Ensure, if needed, Federation leaders complete an audit of the current provision.

Salaries, Performance Management and Employment Issues Committee

The main functions of this committee are to:

- Consider and review the performance management and pay policies for the Federation.
- Undertake the Executive Headteacher's performance management.
- Review staff salaries including determination of teachers' performance related pay progression.
- Consider staff grievances or harassment cases.
- Hear appeals from teachers related to pay progression decisions.

Terms of Reference

The Committee's responsibilities are set out as follows:

For salaries and performance management

- To prepare and submit to the Governing Body any recommendations for the adoption of policies relating appraisal (performance management) and pay.
- To operate in accordance with statutory appraisal (performance management) framework and the Federation's adopted policy as follows:
 - To select/appoint an external adviser to support the Executive Headteacher's appraisal (performance management) process.
 - To take advice from the appointed external adviser when agreeing objectives and reviewing the Executive Headteacher's performance.
 - To agree performance objectives with the Executive Headteacher and determine the standards against which his/her performance will be assessed.
 - To conduct the annual appraisal of the Executive Headteacher's performance.
 - To determine whether the outcome of the appraisal of the Executive Headteacher's performance meets the criteria for pay progression as covered under the adopted pay policy.
 - To monitor through the year, including a mid-year review meeting, the performance of the Executive Headteacher against the agreed objectives and to ensure that appropriate support and development opportunities are provided.
 - To support the Executive Headteacher with the annual report to the Governing Body on appraisal (performance management) arrangements and outcomes for all staff.
 - To hear any appeal by a teacher against entries made within their appraisal (performance review) statement.
- To determine annually, as required by the School Teachers Pay and Conditions regulations and within the scope of the adopted appraisal (performance management) and pay policies and the salaries budget adopted by the Governing Body, the salaries of the teaching staff employed at the school having regard to recommendations received relating to any performance related pay progression.
- To determine annually, in accordance with the adopted pay policy, any appropriate regulations and agreements and any other advice issued by the local authority and within the salaries budget adopted by the Governing Body, the salaries and gradings of support staff.
- To deal with any other matters relating to salaries and appraisal (performance management) that may be referred by the Governing Body.

For other employment issues

- To review and submit to the Governing Body any recommendations for the adoption of policies relating all HR policies except appraisal (performance management) and pay.
- To consider staff grievances where there is a referral to the Committee under the grievance procedure adopted by the Governing Body. The Committee will consider the grievance and

seek to resolve the matter following a process and hearing conducted in accordance with the adopted procedure

- To consider staff complaints of harassment where there is a referral to the Committee under the procedure adopted by the Governing Body. The Committee will consider the complaint and seek to resolve the matter following a process and hearing conducted in accordance with the adopted policy.

Membership

- The membership of the committee shall be:
 - three governors (one shall be a Foundation Governor).
 - one named reserve who shall act if a member of the Committee is unable to attend a meeting.
- No Governor employed to work at the Federation, related to or have any personal connection with any member of staff working at the Federation shall be appointed to this Committee for total transparency of any decisions taken. This also applies to the Appeal Committee.
- Members of the Committee and the named reserve shall be appointed annually at the election and planning meeting of the Governing Body.
- One of those appointed to the Committee shall be appointed as Chair of the committee by the Committee.
- Should a vacancy arise on the Committee a successor shall be appointed by the Governing Body at its next meeting following receipt of the resignation and members so appointed shall serve until the next annual review.
- The governing body shall appoint the clerk/Governance Professional who shall not be the Executive Headteacher.
- The Executive Headteacher shall be entitled to attend meetings of the committee when the salaries of other staff are being reviewed.

Quorum

- The quorum shall be three members of the Committee. A named reserve shall take the place of any member of the Committee who is unable to attend a meeting

Meetings

- The Committee shall meet as and when necessary to fulfil its responsibilities.
- Meetings shall be called by the Governance Professional and, wherever possible, seven days' notice should be given to members with an explanation of the purpose of the meeting.

Proceedings

- The Committee shall be conducted in accordance with the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 and with any other regulations, amendments or directions as may be issued from time to time.
- Minutes, which may be classed as confidential, shall be kept of each meeting and shall be circulated to all members of the Committee before being signed by the Chair. A report (which could be verbal and/or confidential) shall also be submitted to the next meeting of the Governing Body.
- Any recommendations shall be submitted to the next meeting of the Governing Body for consideration and approval.
- The minutes shall be kept in a separate minute book.

Panel Hearings and Review Groups

Terms of Reference for Panel Hearings

- To make any decisions under the Governing Body's personnel responsibilities e.g. disciplinary, grievance, capability, where the Executive Headteacher is the subject of the action.
- To make any decisions under the Governing Body's personnel responsibilities e.g. disciplinary, grievance, capability, unless delegated to the Executive Headteacher.
- To make any determination or decision under the Governing Body's Complaints Procedure.
- To consider any appeals against a decision to dismiss a member of staff or to a decision short of dismissal e.g. disciplinary, grievance or capability.
- To make any determinations on behalf of the Governing Body in relation to staff redundancy and redundancy appeals.
- To consider any representations by parents in the case of a suspension or exclusion.
- To consider the appropriateness of any permanent exclusion or suspensions which totals 15 days or more in one term or where a pupil is denied the chance to take a public examination.
- All panels are to be convened by the Governance Professional.

NB: Any governor who has participated on a panel for a staffing decision, cannot sit on the appeal panel

Membership of Panel Hearings (not less than 3)

- Any three Governors who are:
 - Suitably qualified to undertake the role, and
 - Available on the date specified
- The Executive Headteacher and Staff Governor are disqualified from serving on these Panels.
- Any Governor having a connection with either a staff member, pupil, or the incident in question which could affect their ability to act impartially should not serve on the panel.
- The Chair of the Governing Body should not be part of the initial hearing panel in case an appeal is launched.

Terms of Reference for the Policies Review Group

- Review during the recommended review period, unless otherwise required by legislative, regulatory or Ministry policy or procedural changes, the Federation's policies and procedures with a view to determining whether the policy or procedure meets Federation's needs and recommend for approval by the Governing Body.

Equality Act 2010

Introduction

The Equality Act 2010 ('the Act') protects **everyone in England and Wales**. It applies to all schools and trusts, regardless of type. The DfE's [non-statutory guidance for schools](#) explains how schools can fulfil their duties under the Act. The following is an overview of the guidance.

Protected characteristics

The Act covers the following protected characteristics:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

The DfE's guidance notes age is a protected characteristic in schools **only** in relation to employment and the provision of goods and services. It does not apply to pupils, even if they are over 18 (paragraph 1.15).

Unlawful behaviour under the Act

Direct discrimination

Intentionally treating someone less favourably, due to a protected characteristic. For example, not making reasonable adjustments for a person at a school who has a disability.

Indirect discrimination

A policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic. For example, a uniform policy banning boys from having long hair that discriminates against boys who wear their hair long for family/cultural reasons, which can be part of ethnic origins.

Harassment

The legal definition of harassment is:

Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person

The law on harassment does not cover the protected characteristics of marriage and civil partnership, or pregnancy or maternity as set out in [section 26 \(5\) of the Act](#). Unwanted conduct related to 1 of these might be considered direct discrimination instead.

Victimisation

It is unlawful to retaliate against someone for taking action under the Act. The Equality and Human Rights Commission (EHRC) defines protected acts as:

- Claiming or complaining of discrimination under the Act
- Giving evidence/information in someone else's claims under the Act
- Claiming someone has breached the Act
- Taking any other action in connection with the Act

Discrimination arising from disability

A school cannot discriminate against someone because of something that arises from their disability. Note that [section 6 \(1\) of the Act](#) defines disability as a "physical or mental impairment" that has a substantial impact on a person's ability to carry out "normal day-to-day activities".

General exceptions for schools

Chapter 2 of the DfE's [guidance](#) set out some general examples including:

- **Single-sex schools** are not discriminating by refusing to admit pupils of the opposite sex
- **Schools with a religious nature** are not discriminating when they give preferential treatment to children of their own faith. This is true for admissions and for providing extracurricular facilities and services (paragraph 2.4 and 2.5). The guidance gives the example of a Jewish school providing pastoral care from a rabbi, but not making equivalent provision for pupils from other faiths (paragraph 2.5)
- As a rule, a school **cannot have a rule or policy which applies to all pupils but which is more likely to have an adverse effect on pupils with disabilities**. For example, a rule that all pupils must demonstrate physical fitness levels before being admitted to the school, unless a school can show it's done for a legitimate reason and is a proportionate way of achieving that aim
- **Positive action** means taking targeted action to address the disadvantages experienced by a specific group. For example, the provision of special catch-up tuition for children of migrant workers without having to provide the same service to pupils who do not fall into that group. It must be shown that this is a proportionate way to achieve a specific goal

Reasonable adjustments

The Act may require a school to make 'reasonable adjustments.' A school might have to change the way it does something or make changes to the physical environment so a person with a disability can benefit from its services equally to someone without that disability. This is explained in the DfE's guidance, linked above (paragraph 4.13).

Duties under the Act

The 'responsible body' for purposes of the Act are the:

- Governing board or local authority (LA), in a maintained school
- Trust, in an academy
- Proprietor, in an independent school (including non-maintained special schools)

As the responsible body, the governing board is also liable for any actions taken by individuals acting on its behalf, including employees, unless it can be shown all steps have been taken to stop it (see paragraph 1.6 of the DfE's [guidance](#)).

To pupils

As the responsible body, there is a duty that the school does not discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

See paragraphs 1.7 and 1.8 of the DfE's guidance, linked above. This part of the guidance also sets out how liability does not end after a pupil has left the school.

To staff

There is a responsibility for preventing discrimination against school staff.

To parents/carers

In some circumstances, the school is regarded as a 'service provider' under [section 29 of the Act](#). The responsible body has a duty to make accommodations for the parents/carers of pupils

To the public

Under section 29 of the Act (linked above), if school facilities are open to members of the public, the responsible body is a service provider and responsible for preventing discrimination against any person that uses those facilities.

The Public Sector Equality Duty

The Act introduced the Public Sector Equality Duty (PSED). Under it, there is a requirement to 'have due regard to the need to':

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equal opportunities between people who share a protected characteristic and people who don't share it
- Foster good relations between people who share a protected characteristic and people who do not share it

As a governing board, there is a responsibility to make sure the school:

- Publishes information to demonstrate how the school is complying with the PSED
- Prepares and publishes equality objectives

Monitoring compliance with the Act

The governing board's role is to monitor compliance across your school. Actions can include:

- Making sure the school's vision and values promote equality and kindness.
- Reviewing policies with regard to equality issues.
- Appointing a link governor for diversity, equity and inclusion (DEI).
- Promoting equality across the curriculum.
- Updating the PSED information and data.
- Having equality objectives tailored to the school's needs.
- Monitoring progress on the equality objectives.

Standing Orders

Standing Order for Meetings of the Governing Body

Governors are expected to:

- Arrive in good time for the start of any meeting, having read all the paperwork sent to them in connection with the agenda, and prepared with questions to ask or comments to make.
- Bring a copy of the School Plan and be familiar with its milestones and priorities.
- Limit discussion to policies and actions and not people, ensuring challenge, support and celebration is captured within the minutes.
- Participate in discussion and listen to the views and comments of others.
- Work collectively as a team acting with integrity, objectivity and honesty and in the best interests of the Federation.
- Be brief and adhere to any time limits placed against agenda items.
- Follow up on action points between meetings.

The following persons have the right to attend all meetings of the Governing Body

- Executive Headteacher
- Governance Professional
- Any Governor

The following persons will be invited to attend regular meetings of the Governing Body

- Deputy Headteacher
- Other members of the Leadership Team, subject leaders, administrators etc
- Local Authority representatives.

General

- The Governing Body meetings will be held at a Federation school 6 times each year, 1 meeting to be held in each half term.
- The Governing Body will hold a Planning and Election meeting in early September of each year and a Financial Review meeting in May.
- The Governance Professional will prepare a draft agenda, which will be finalised and approved by the Chair of the Governing Body.
- Governors wishing to place items on the agenda should give notice to the Governance Professional and provide a copy of any supporting papers.
- Voting, where necessary, will normally be taken by a show of hands; however, the Chair of the meeting may determine a secret ballot where this has been requested by two or more Governors. Where there is an equal division of votes the Chair of the meeting will have a second or casting vote.
- All meetings will be convened by the Governance Professional. Any 3 members of the Governing Body may request a meeting by giving written notice to the Governance Professional, which includes a summary of the business to be transacted. The Governance Professional will then prepare an agenda to call a meeting.
- Each meeting will commence at 15.30 hrs. and will be limited to 2 hours in duration. Where business has not been completed within the agreed time, those Governors present may resolve to continue the meeting in order to complete the agenda. Any business not completed will form part of the agenda for the next meeting.
- Draft minutes will be approved for email circulation by the Chair of the Governing Body within 3 weeks of the meeting, before being formally approved by the Governing Body at the next meeting.
- The Governance Professional will prepare a suggested calendar of meeting dates for the following year for approval at the meeting held in term 6 of each year, following evaluation of impact of the structure.

Standing Order for the Election of Chair and Vice Chair of the Governing Body

Guiding Principles

- The Governing Body **MUST** elect a Chair and a Vice Chair.
- When the office of Chair or Vice Chair becomes vacant, the Governing Body must elect a new Chair or Vice Chair at its next meeting.
- There are no regulations covering the process of election with the exception of the need for the candidate(s) to withdraw from the meeting when a vote is taken.
- The Governing Body should agree and regularly review an election process.
- Governors who are paid to work at the school, for instance the Executive Headteacher and the Staff Governor cannot be elected as Chair or Vice Chair.
- The process must be fair, open and transparent.
- A Governor can be re-elected although a Governor could not serve more than 8 years in the position of Chair or Vice Chair.

Prior to the Election Meeting

- How nominations will be made (in writing in advance of the meeting via the agenda or verbally at the meeting, with or without a supporting written or verbal statement.)
- Whether a candidate will self-nominate or be proposed (and seconded if wished) by Governors.

The Election Meeting

- A Governor can stand for office if they are unable to be present at the election meeting.
- Agree whether there will be a secret ballot or show of hands (and whether this would vary depending on the circumstances i.e. in all cases or only where there is more than one candidate.)
- How the Governing Board would treat a tie in votes, for example, would candidates have the opportunity to speak to the Governing Body about why they want to be the Chair or Vice Chair followed by another vote.
- The length of term the Chair and Vice Chair will serve.
- If no Chair is duly elected, a Governor **MUST** be appointed to Chair the remainder of the meeting. The Governing Body **MUST** then elect a Chair at its next meeting. If no Chair is duly elected at its next meeting, concerns will be raised on the capacity of Leadership and Governance.

Standing Order for the Appointment of Co-opted Governors

Guiding Principles

- What skills are required to support the Governing Body and contribute to the effective governance and success of the Federation at the time of the vacancy.
- How and where vacancies should be advertised. If priority is to be given to candidates with particular skills this must be clearly stated when advertising the vacancy.
- The process must be fair, open and transparent.

Prior to the Co-option Meeting

- Whether a candidate will self-nominate or be proposed (and seconded if wished] by Governors.
- What information the Governing Board needs from each candidate to support their nomination i.e. a statement of so many words, interview with, or presentation to the Governing Body or alternatives as appropriate.

The Co-option Meeting

- Agree whether there will be a secret ballot or show of hands.

- Where there are multiple nominations, Governors will take a vote by secret ballot, managed by the Governance Professional.
- The Governance Professional will announce the result, with the candidate polling the most votes being duly appointed.
- In the event of a tie, the Governors will again discuss the nominations and take a further vote.
- Agree on how the results will be notified to the candidate(s).

Role Descriptions

Chair of the Governing Body

- To ensure the business of the Governing Body is conducted properly in accordance with legal delegation requirements.
- To ensure that meetings are run effectively, act as a role model, focusing on the priorities and making best use of the time available, and to ensure that all members of the Governing Body have an equal opportunity to participate in discussion and decision-making.
- To establish and foster an effective relationship with the Vice Chair based on trust and mutual respect for each other's roles.
- To establish and foster an effective relationship with the Executive Headteacher based on trust and mutual respect for each other's roles.
- To establish and foster a good relationship with the Governance Professional based on professional respect for each role.
- To lead and develop the Governing Body.
- To lead the improvement of the Federation's schools.

Vice Chair of the Governing Body

- To deputise for the Chair in their absence.
- To share tasks with the Chair when agreed.
- To ensure Governors' participation between meetings.
- To establish and foster an effective relationship with the Chair based on trust and mutual respect for each other's roles.
- To establish and foster an effective relationship with the Executive Headteacher based on trust and mutual respect for each other's roles.
- To establish and foster a good relationship with the Governance Professional based on professional respect for each role.
- To establish a training plan for Governors annually based on the latest skills audit and Governing Body self-evaluation.
- To act as a new Governor mentor.
- To monitor Governor Induction.
- To monitor compliance with statutory requirements covering, GIAS, website publication and policies.
- To act as a point of contact for Complaints.

Governor

Monitoring and evaluating school performance

- To monitor the priorities that have been set to ensure progress is being made by:
 - measuring the school's impact and progress towards its strategic objectives
 - ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
 - evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
 - asking challenging questions of school leaders in order to hold them to account
 - holding the headteacher to account for standards, financial probity and compliance with agreed policies
 - visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)

- ensuring that there are policies and procedures in place to deal with complaints effectively

When required, governors are expected to serve on panels or committees.

- To appoint the headteacher and other senior leaders
- To appraise the headteacher and make pay recommendations
- To hear staff grievances and disciplinary matters
- To review decisions to exclude pupils
- To deal with formal complaints

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- attending meetings, reading papers and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the board
- getting to know the school, including visiting the school occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis

Governance Professional

- To provide independent governance advice, guidance and effective administrative support to the governing body
- To support the governing body to meet high standards of governance, including fulfilling legal or regulatory requirements and decision making
- To help the governing body to understand its role and legal duties
- To support the chair to facilitate strategic debate and decision making
- To promote the flow of information throughout the governance structure

The Governance Professional receives direction from, and is accountable to, the Governing Body for their governance work. This will normally be through the Chair.

Policies and Procedures

The following policies are approved, when written by the Federation leaders, or adopted, when written by Shropshire Council and approved by unions.

Autumn	Spring	Summer
Admissions	Accessibility	Anti-Bullying Strategy
Complaints	Charging and Remissions	Attendance
Data Protection and Subject Access Requests	Early Years Foundation Stage Statement	Behaviour
Finance	Emergency Response and Business Recovery Plan (Welshampton)	Behaviour Principles
Freedom of Information	Emergency Response and Business Recovery Plan (Newtown)	Feedback
Information and ICT Protection	Equality	Home School Agreement
SEND	Equality Objectives	Homework
SEND Information Report (Welshampton)	First Aid	Parent Code of Conduct
SEND Information Report (Newtown)	Governors Allowances	Remote Education
Social Media	Health & Safety	Supporting Pupils with Medical Needs
Uniform	Premises Management (Welshampton)	Suspension and Exclusion
	Premises Management (Newtown)	
	Relationship and Sex	

Safeguarding

Safeguarding and Child Protection
 Safer Recruitment Policy for Schools
 DBS Guidance for Schools
 Single Central Record Guidance and Template for Schools
 Whistle Blowing Procedure for Schools
 Code of Conduct for School Based Staff
 Dealing with Allegations of Abuse Against Staff in Schools
 E-Safety Policy for Schools
 Childcare Disqualification Guidance for Schools
 Low Level Safeguarding Concerns
 Maintaining Appropriate Relationships with Pupils.

Employment Policies and Procedures

Adoption and Surrogacy Adoption
 Appraisal of Support Staff
 Appraisal of Teaching Staff
 Bullying and Harassment
 Childcare Disqualification Guidance
 Governance Framework
 Version 1 1024

Staff Disciplinary
Early Career Teachers
Equality
Flexible Working
Grievance
IR35 Guidance
Lone Working
Managing Attendance (Sickness)
Managing Attendance Special Leave
Maternity Scheme for School Support Staff
Maternity Scheme for School Teachers
Mental Health and Wellbeing Policy
No Smoking Policy
Parental Bereavement Leave (Occupational)
Parental Bereavement Leave (Statutory)
Parental Leave Scheme for School Based Staff
Paternity Leave Scheme for School Based Staff
Pay Policy Leadership
Pay Policy Teachers
Professional Support and Capability Procedures for Teachers
Staff Handbook and Induction
Substance Misuse
Teaching Placement and Work Experience (Welshampton)
Teaching Placement and Work Experience (Newtown)

Visiting School Guidelines

The strategic focus of mutual support is enabled by school visits by Governors. It is expected that each Governor will visit a school once a year.

Visiting school on a planned, regular basis allows Governors to:

- better understand their school's strengths and areas for development
- determine if agreed policies and procedures are working in practice
- identify how resources are being used
- show staff and pupils that they are interested in the life, work and achievements of a school
- experience the culture and ethos of the school

The visits should focus on:

- strategic priorities and key policies agreed by the Governing body
- the evaluation of progress: are the things people say are happening actually happening?
- seeking assurance that the needs of pupils are being met (such as safeguarding and SEND)

The purpose and length of each visit should be agreed with the Executive Headteacher so that it is possible to establish an appropriate 'temperature check' of the school, to cover the Check-every-visit variables and also to investigate the specific areas discussed and agreed.

Each visit will have two intentions:

1. A general intention - to observe a number of areas, which would be defined by any visit ('check-every-visit' variables), which are captured below.
2. A specific intention - agreed prior to the visit.

Paperwork should be kept to a minimum level necessary for an informed visit to take place. This may involve the school sending the School Development Plan or documentation relevant to the specific, bespoke purpose.

On the day, Governors may request data in the format used by the school, and it is helpful to forewarn the school in this respect of what may be needed.

Pre-visit:	The Chair and Governor discuss the purpose of meeting and possible lines of enquiry for visit. The Governor agrees the approach with the Executive Headteacher. The Executive Headteacher sends any paperwork relevant to the visit (acknowledging paperwork is to be kept to a minimum) to the Governor.
Visit:	Visits could comprise of the following, covering both general and (if relevant) specific intentions. Registration and Final words (see below) are fixed, the remainder is flexible: Registration , including safeguarding issues and opening discussion with the Headteacher (this will confirm the details of the day – place, time, where accompanied). Observation of school community either arriving at school, break time, lunch-time and

	<p>tutor time/assembly depending on the time of visit</p> <p>Learning walk, this could be around corridors, or specifically visiting lessons (somewhere between 5 and 15 minutes for each lesson)</p> <p>Meet member of school staff if pertinent to specific focus.</p> <p>Conversations with pupils seeking answers to the question: <i>What is it like to be a child at this school?</i></p> <p>Conversation with support staff and teaching staff, seeking answers to the question: <i>What is it like to be a member of staff at this school?</i></p> <p>Final word with the Executive Headteacher</p>
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An account of each meeting is not required, rather a summary of findings. A copy of the report should be sent to the Chair and Executive Headteacher within 5 days of the visit. The Chair will forward this to the Governance Professional (who will be responsible for storing the document) and adding the report to the next Governing Body meeting agenda.

Questions you may wish to ask:

Conversation with teaching staff

- How do you describe the ethos of this school and the expectations of students?
- Is this a happy school?
- Are students well behaved?
- How strong is the Federation leaders' focus on the quality of education?
- What would a year 2/4/6 say about their teaching, behaviour and for year 6, how you prepare them for life after they have left your school?
- How would you describe the outcome of performance management?
- What is the impact of professional development at the school?
- What would you do if a pupil 'disclosed' information to you?
- What is your focus on reading and how does this impact on learning?
- How good is the management of staff well-being?
- What is the one area where you feel the school can improve?

Subject leader conversation

- What are the strengths and weakness of your subject?
- What guides the sequencing and curriculum intent in your subject?
- How will I see cultural capital in your lessons?
- How do you ensure that MA, PP and SEN make good progress and minimise gaps?
- What do you expect that an average year 6 pupil could do?

Conversation with support staff

- Are pupils well behaved?
- What would you do if a pupil 'disclosed' information to you?
- What is the one area where you feel the school can improve?
- How good is the management of staff well-being?

Teaching Support Assistants:

- What is the most effective thing that you do in lessons to support pupils' progress?

- What is the most effective thing you do outside of lessons to support pupils' progress?
- What would you do if a pupil 'disclosed' information to you?
- What is the one area where you feel the school can improve?
- How good is the management of staff well-being?

Conversation with pupils (these can be tailored according to age, although they are generic in nature)

- Is this a happy school?
- Are pupils well behaved?
- Do you feel safe?
- What is teaching and support like in this school?
- If you have a problem, what do you do?
- How do you know how good you are (in subjects, behaviour, contribution to school) what you need to do to improve?
- What is your favourite lesson?
- Tell me about the best lesson you have had.

The following checklist may be of help. It is not an all-embracing list, and it is not expected that you will see evidence of all these aspects in one visit.

Aspects	Present?	What I saw or heard (Evidence)
Safeguarding		<ul style="list-style-type: none"> • Safeguarding procedures are in place – sign in, ID, expectations. • Staff appear to adhere to basic safeguarding practices • Children to be able to name an individual they would go to if they were worried/had a problem.
Ethos/culture/vision		<ul style="list-style-type: none"> • Look at the 'soul and heartbeat' of the school – for students respecting each other, good relationships between pupils and staff, visibility of staff. • The school is defined by a calm and purposeful atmosphere. • The ethos, vision and expectations are all understood and articulated clearly and consistently. Pupils are polite, respectful and welcoming. • The general infrastructure and staff engagement are welcoming and reflect the ethos. • Pupils have a clear sense of belonging, want to be at school, are proud of their school and they speak positively about their experiences, teaching and support. • Staff comment positively about the school, and speak well of leaders.
There are high expectations of all		<ul style="list-style-type: none"> • School vision and aims displayed • Staff follow up pupils who are not adhering to the school's standards - uniform, behaviour etc. • School rules are in evidence
Mutual respect is evident in the way		<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

that staff and pupils relate to each other		<ul style="list-style-type: none"> • Pupils do not intimidate or belittle each other • Teachers are courteous when they speak to pupils and the reverse is true
Lessons or learning walks		<ul style="list-style-type: none"> • There is a positive work ethic where pupils are hardworking/enthusiastic keen to do well and succeed. • Teaching enables ownership and involvement by students. • Passivity is challenged; pupils are encouraged to take risks • Teachers deal with misconceptions quickly and pupils speak positively of the impact of feedback/assessment • Reading to be a focus area (with reading being taught daily and a love of reading being developed across school – libraries and celebration of books throughout).
The school promotes positive attitudes to ethnic and cultural diversity		<ul style="list-style-type: none"> • Staff are aware of the school's Equality policy • 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 • School diary/calendar shows full range of religious festivals • Special dietary needs are catered for • Curriculum content and resources reflect ethnic and cultural diversity
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 • Suggestion box • Staff interactions with pupils model the values of the school
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.
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		<ul style="list-style-type: none"> • Laughter, enthusiasm, energy, active participation is evident in learning situations

for both adults and pupils	<ul style="list-style-type: none"> • Pupils are encouraged to explore, to enquire and to become confident, independent learners • High involvement in extra-curricular activities • Nobody is left out
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The Governor Visit Report Template can be found in Appendix C.

Meeting with Pupils

Listen to 'pupil voice' during visits

School visits are an important part of the Governor's role. They give an opportunity to shine a light on the 'pupil voice' and find out about their school experiences.

Use the opportunity when visiting school to talk to pupils. Use the questions below to help you ask the right questions during visits. Together with staff feedback and parents' feedback, it can get a 360-degree view of your school.

If agreed with the Executive Headteacher and class teacher, you could talk to pupils during a lesson. Talking to children at their desks can be a lot of fun and provides a snapshot of what is happening in that moment.

However:

- Keep it short and sweet so as not to create a distraction
- Keep it focused on the current lesson – the children are in the middle of their learning
- Be discreet, you don't want to disrupt other pupils, who will naturally be curious about what you're up to

Do ask pupils:

- What are you learning in this lesson?
- What do you like most/least about this subject?
- Can you show me some feedback you've been given in your book?
- Are you learning anything new in this lesson?
- How hard are you working right now?
- What do you do if you need help?

Don't ask for their:

- Views on a teacher
- Personal information

If a more formal meeting with pupils' attitudes about specific topics, ask the Executive Headteacher to arrange for a meeting with a small group of pupils. 4 or 5 is ideal, as it gives everyone the chance to speak and be heard. Meet with older and younger pupils separately.

When planning

- Be clear with the Executive Headteacher about the purpose of the meeting
- Discuss and agree with the Executive Headteacher what questions will be asked (use the questions below)
- Ask the Executive Headteacher to choose the right group of pupils. For example:
 - If accessibility is a concern or a target for improvement, make sure you're meeting with the pupils who are affected by accessibility issues
 - Pupils who won't be too shy to express themselves
- Do not hold the meeting during playtime or lunchtime, as they'll be less focused

- Choose a comfortable setting, like in the library
- Allow 15 maximum
- Ask to have a member of staff available to take notes as taking notes yourself will be too distracting
- Share feedback with the teacher and Executive Headteacher before reporting back to the Governing Body

The meeting

Explain who you are, what the discussion is about, and why you're interested in their input. Reassure pupils that the purpose of this is not to report back to the Headteacher on what they don't like or what lessons they find boring.

Use the pupils' names to build rapport and explain that they:

- Should be honest, because their feedback can help the school get better
- Should put their hands up if they wish to speak and listen to each other without interrupting
- Should not mention anyone by name – neither teachers nor other pupils

Questions to ask pupil panels

- The questions below are not exhaustive, nor are they meant to be used as a checklist
- Think carefully about what you are trying to find out and only ask those questions that will get you the answers you need
- Adapt the questions to the age of the pupils you are speaking to and the context of your school
- Keep in mind that you are not looking for any specific answers, you are there to get a sense of how pupils experience the school

Primary concern	Questions to ask
School environment	<ul style="list-style-type: none"> • What's your favourite thing to do at school? Why? • Do you like your school building? Why or why not? • What about your classroom? Is it comfortable? • Is there anything you don't like doing at school?
Accessibility	<ul style="list-style-type: none"> • Do you have any trouble getting around your classroom? • Do you have any trouble getting around the school? • Is there anything about the playground that makes things difficult for you? • Where do you keep your things during the day? Are you able to get to your things easily? • Is there anything your friends can do easily that you have trouble with? • If a pupil appears to be having a problem with accessibility ask: can you think of something that might help you with this?
Teaching and learning	<ul style="list-style-type: none"> • What's your favourite subject? • What do you think you're really good at? • Is there anything about lesson time or any particular lessons that you like or don't like? • Are your lessons interesting and fun? • What do you find difficult to do/a bit tricky? • What do you do if you find something hard to do?

	<ul style="list-style-type: none"> • Can you think of anything that used to be really hard but is much easier now? Why is it easier now? • How do you know what your targets are? • What do you do with the feedback you get from your teacher? • Does your school work challenge you?
Behaviour	<ul style="list-style-type: none"> • Do the other children behave well? • Can you explain to me what happens if a pupil is behaving badly? • What rewards do you get for good behaviour?
Safeguarding	<ul style="list-style-type: none"> • How safe do you feel on a scale of 1 to 10? (where pupils give a low score, ask what could be done to make them feel safer) • How safe do you feel in the classroom? • How safe do you feel in the playground? • Are the other children friendly? • How do pupils treat others who might be different because of their race, gender, religion etc.? • How does pupil behaviour affect how safe you feel? • Is bullying a problem in school? • How well is bullying dealt with in the school? • How do other pupils help to make the school a safe place? • Do the adults in your school listen to you? • Do you know who to go to if you're worried about something? • Do you ever worry about coming to school? What makes you worry? • What have you learnt about to help keep you safe? • What dangers are you aware of on the internet? • How do you keep safe on the road?
The school day	<ul style="list-style-type: none"> • How do you get to school and back home again? • Where do you go to play at playtime? • What's your favourite thing to do at playtime? • What do you like/dislike about assembly? • Do you have a school dinner or bring your lunch to school? Are school dinners good? What's your favourite school dinner? • What was the last school trip you did? Did you like it? • Do you have any special days, like concerts or charity days? What do you like or dislike about them?

Looking at pupils' work

Although it is not a requirement, some Governors choose to look at pupils' work when visiting the school. Understand why you might do this is explained below. If you do decide to do this, remember you are not judging/assessing the quality of progress or quality of teaching.

The maintained schools governance guide makes it clear that it's **not** the Governing Body's role "to assess teaching and learning or to interfere in the day-to-day running of the school" (see section 3.3.3).

If you think it would be helpful to spend time in a classroom observing during the visit, link it to a specific purpose. When viewing pupils' work, make sure you stick to your specific purpose for visiting the school and do not get distracted.

Why you might look at pupils' work As a form of evidence

You could look at pupils' workbooks or work displayed on walls to see for yourself whether the school is implementing policies and improvement plans, and how they're working in practice. For example, to see:

- Progress being made in line with the school development plan, especially the focus area 'quality of education'. For example, if the school wants more effective use of assessment and feedback for pupils, can you see evidence of this in pupils' workbooks?
- Evidence of pupil progress
- If the school's marking and feedback policies are being followed, and how they are working in practice

Senior leaders might also use pupils' work as evidence to back up the information they tell you.

To check for consistency across the school

Looking at pupils' work can help you monitor how the school is providing a broad and balanced curriculum. Look for consistency across classes and year groups. For example, if the school has a policy that all pupils do a weekly spelling test, you could look to see if this is happening consistently across all year groups.

Ask Federation leaders what you should be seeing

Speak to leaders before going into a classroom, to ask for examples of what you are looking for. A subject leader can show you what you should be seeing at each level, e.g. most pupils in year 1 should be able to form letters correctly and spell words from an agreed list. The subject leader could also point out where this might differ for pupils with special educational needs (SEN). Talk to the Executive Headteacher about what you notice before you report back to the Governing Body, as this could only be a snapshot of what is happening in the school.

Questions you can ask

When looking at pupils' work, tailor your questions to your specific reason for visiting.

To get you started, here are some questions you could ask senior/subject leaders:

- How are tasks adapted to suit the needs of pupils working at different levels?
- If there is more than 1 class in each year, are they producing a similar quality and quantity of work? How do you know?
- How are pupils given the opportunity to use their skills across subjects, e.g. extended writing in history or religious education, or calculations in science?
- What is different between the work in older years compared to the younger years? How is progression planned for, and how is this shown in their work?
- How do pupils' books reflect relevant policies, e.g. a marking or feedback policy?
- How has pupils' presentation improved?

Appendix A – Annual Meeting Planner

Elections and Planning Meeting

Meeting Time: 60 minutes maximum

Opening Prayer

1. **Election of Chair** (term to 1 October xxxx) (5 mins)
2. **Election of Vice Chair** (term to 1 October xxxx) (5 mins)
3. **Apologies for absence** (1 mins)
To note and accept apologies for absence
4. **Declarations of Interest** (1 mins)
Governors to update Declaration of Pecuniary and Personal Interests
To invite declarations of interest in the business of the meeting including items to be discussed under item 16 Urgent Items.
5. **Minutes of previous meeting** (3 mins)
To approve the minutes of the meeting held on xxxxxxxx
6. **Matters arising from Minutes** (5 mins)
To consider any matters arising from the minutes that do not appear in the agenda.
Actions to be reviewed at the October meeting
7. **Urgent matters since last meeting** (1 mins)
To note decisions by Chair/Vice Chair under Emergency Powers (Reg 8 – The School Governance (Roles Procedures and Allowances) (England) Regulations 2013)
8. **Instrument of Governance** (2 mins) – review and note
9. **Federation Vision and Strategy** (5 mins) - review and confirm
10. **Governance Code of Conduct** (2 mins) - review and confirm
11. **Governance** (15 minutes)
 - 11.1 Governance Framework – update/review
 - 11.2 Monitoring Guidance - update
 - 11.3 Skills Audit - update
 - 11.4 Training and Induction Checklist -- update
 - 11.5 Policy Review and Schedule - update
12. **Monitoring Governors** (5 mins) - appoint
 - 12.1 Finance, Risk Management, Audit, Health & Safety, Cyber Security and Premises
 - 12.2 Safeguarding
 - 12.3 Flourishing Schools
 - 12.4 Curriculum (including Sports Premium) and Early Years
 - 12.5 Pupil Performance and Pupil Premium (including Disadvantaged Pupils)
 - 12.6 SEND (including Equality and Inclusion)
 - 12.7 Behaviour and Attendance
 - 12.8 Personal Development
 - 12.9 Stakeholder Engagement
 - 12.10 Environmental Sustainability
 - 12.11 Health and Wellbeing (*normally Chair*)

13. **Governor Visits** (5 mins) – agree
14. **Staffing Structures** (4 mins) – to note
15. **Published Admission Number (PAN) and Admissions Arrangements xxxx/xxxx** (2 mins) – to agree
Newtown School Current PAN: 20
Welshampton School Current PAN: 12
16. **Urgent items**
Only matters agreed with the Chair prior to the meeting to be discussed.

Autumn/Spring/Summer 1

Meeting Time: 90 minutes maximum

Opening Prayer

1. **Apologies for absence** (1 mins)
To note and accept apologies for absence
2. **Declarations of Interest** (1 mins)
 - 2.1 Governors to update Declaration of Pecuniary and Personal Interests
 - 2.2 To invite declarations of interest in the business of the meeting including items to be discussed under item 13 Urgent Items.
3. **Minutes of previous meeting** (3 mins)
To approve the minutes of the meeting held on xxxxxxxx
4. **Actions from previous meetings and matters arising from Minutes** (3 mins)
 - 4.1 To review Actions Summary (refer to minutes)
 - 4.2 To consider any matters arising from the minutes that do not appear in the agenda.
5. **Urgent matters since last meeting** (1 mins)
To note decisions by Chair/Vice Chair under Emergency Powers (Reg 8 – The School Governance (Roles Procedures and Allowances) (England) Regulations 2013)
6. **Safeguarding** (15 mins) – update and report
7. **Finance** (15 mins) – review
 - 7.1 Monitoring Report
 - 7.2 Pay Recommendations (autumn)
 - 7.3 School Financial Value Statement (spring)
8. **School Matters by Headteacher** (20 mins)
 - 8.1 School Evaluation Forms – review
 - 8.2 School Development Plans xxxx/xxxx – agree
9. **Risk Management, Health & Safety and Premises** (10 mins)
 - 9.1 Risk Registers – to review
 - 9.2 Health & Safety - report
 - 9.3 Capital Projects – update and project progress over summer break
10. **Governance Activity in Monitoring School Performance** (10 mins)
11. **Policies** (5 mins)

12. **Governance** (5 mins)
 - 8.1 Governors Annual Report – review (autumn)
 - 8.2 Training – update
13. **Urgent items**
Only matters agreed with the Chair prior to the meeting to be discussed.

Autumn/Spring/Summer 2

Meeting Time: 90 minutes maximum

Opening Prayer

1. **Apologies for absence** (1 mins)
To note and accept apologies for absence
2. **Declarations of Interest** (1 mins)
 - 2.1 Governors to update Declaration of Pecuniary and Personal Interests
 - 2.2 To invite declarations of interest in the business of the meeting including items to be discussed under item 13 Urgent Items.
3. **Minutes of previous meeting** (2 mins)
To approve the minutes of the meeting held on xxxxxxxx
4. **Actions from previous meetings and matters arising from Minutes** (2 mins)
 - 4.1 To review Actions Summary (refer to minutes)
 - 4.2 To consider any matters arising from the minutes that do not appear in the agenda.
5. **Urgent matters since last meeting** (2 mins)
To note decisions by Chair/Vice Chair under Emergency Powers (Reg 8 – The School Governance (Roles Procedures and Allowances) (England) Regulations 2013)
6. **SEND** (15 mins) – update and report
7. **Finance** (15 mins) – review
 - 7.1 Monitoring Report
 - 7.2 Pay Recommendations (autumn)
 - 7.3 School Financial Value Statement (spring)
8. **School Matters by Headteacher** (20 mins)
 - 8.1 Update
 - 8.2 Reports - review
9. **Flourishing Schools** (10 mins)
 - 9.1 Update
 - 9.2 SIAMS SEF - review
 - 9.3 Christian Distinctness SEF - report
10. **Governance Activity in Monitoring School Performance** (10 mins)
11. **Policies** (5 mins)
12. **Governance** (5 mins)
 - 8.1 Update
 - 8.2 Training – update

13. Urgent items

Only matters agreed with the Chair prior to the meeting to be discussed.

Financial Review

Meeting Time: 60 minutes maximum

Opening Prayer

1. Apologies for absence (1 mins)

To note and accept apologies for absence

2. Declarations of Interest (1 mins)

2.1 Governors to update Declaration of Pecuniary and Personal Interests

2.2 To invite declarations of interest in the business of the meeting including items to be discussed under item 13 Urgent Items.

3. Minutes of previous meeting (2 mins)

To approve the minutes of the meeting held on xxxxxxxx

4. Actions from previous meetings and matters arising from Minutes (2 mins)

4.1 To review Actions Summary (refer to minutes)

4.2 To consider any matters arising from the minutes that do not appear in the agenda.

5. Urgent matters since last meeting (2 mins)

To note decisions by Chair/Vice Chair under Emergency Powers (Reg 8 – The School Governance (Roles Procedures and Allowances) (England) Regulations 2013)

6. Finance (50 mins)

7.1 Outturn Reports - review

7.2 Proposed Budgets xxxx/xxxx – to agree

7. Urgent items

Only matters agreed with the Chair prior to the meeting to be discussed.

Appendix B – Governor Monitoring Report Template



**Newhampton Church of England Schools Federation
Monitoring Meeting Report**

Name(s):
Monitoring Area:
Term: Autumn / Spring / Summer (<i>highlight term</i>) and Date:
Name(s) of staff being visited:

Meeting Report

Questions to be addressed and responses/comments:

Questions raised	Summary of response/comments

*Growing together in strength, love and wisdom, we shine.
"Let your light shine" Matthew 5:16*

Actions arising to be taken (by SLT/staff member) and timeframe if required.

Action 1	Timeframe:
Action 2 (add extra actions if required)	Timeframe:

Issues for further discussion at the Governing Body

Issue 1
Issue 2 (add extra issues if required)

Name

Date

**Growing together in strength, love and wisdom, we shine.
 "Let your light shine" Matthew 5:16**

Appendix C – Governor Visit Report Template



Newhampton Church of England Schools Federation

Governor Visit Report

School	
Governor	
Staff involved in visit:	
Date / time	

Areas of focus:	Indicate area of focus:
Quality of Education:	
Maths	
English (reading, writing and GPS)	
Science	
Other	
Behaviour and Attitudes:	
SEND need	
Alternative provision	
Behaviour	
Attendance	
Personal Development:	
PSHE	
Cultural Capital	
Pastoral systems	
British values	
Leadership and Management:	
Safeguarding	
Raising Standards	
CPD	
Values	
Community	
Early Years:	
Quality of education - curriculum, teaching and learning	
Enrichment	

Other area of focus not listed (Please state below):

General observations from the visit:

Notes:

Positive Observations:

- 1.
- 2.
- 3.

Possible areas for further information, development or review:

- 1.
- 2.
- 3.

Any further questions or next steps:

- 1.
- 2.
- 3.