



CHESTNUTS GOVERNING BODY GOVERNANCE PACK

2017/18

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WHAT IS GOVERNANCE?

The purpose of governance

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. All boards, no matter what type of schools or how many schools they govern, have three core functions:

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

The key features of effective governance

Boards must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils/students, staff, parents, carers and local communities. It should be driven by inquisitive, independent minds and through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination.

In our rapidly developing education system the range of organisations being governed is more diverse than ever – ranging from single small primary schools to large MATs governing numerous schools. Regardless of the scale or nature of the organisation being governed, the features of what makes for effective governance remain the same. They are common across the education sector and share their fundamental principles with governance in the charity and business sectors.

Effective governance is based on six key features:

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

The first two features are the core pillars of the board's role and purpose. The second two are about the way in which governance is organised, and the last two are about ensuring and improving the quality of governance.

Key materials:

DfE Governance Handbook:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf

DfE Competency Framework:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance.pdf

NGA School leaders and governing boards: what do we expect of each other?:
<https://www.nga.org.uk/what-we-expect.aspx>

VISION STATEMENT

At Chestnuts Primary School, we are proud that our pupils are well-rounded, happy, respectful children who feel cared for and valued. Our pupils' attainment is in-line with the national average and they make better-than-average progress during their time with us. Our pupils also have high levels of attendance and are engaged with their learning.

We believe that learning should be fun, and that children should have a strong voice in driving their learning.

Chestnuts Primary School will help pupils develop into young people who are:

- Ambitious and Creative
- Responsible and Respectful
- Compassionate and Curious
- Resilient and Tolerant

We believe our pupils need these values in the classroom, the school and the wider world.

Chestnuts provides a broad and stimulating curriculum, encouraging a love of learning and allowing all pupils to make excellent progress and achieve high standards.

As well as concentrating on core subjects, we will increase and improve the role of Art, Drama, Music, PE, Gardening and Cooking, and encourage the use of different learning environments.

Our diverse school requires a diverse approach to learning, reflecting our pupil's strengths and interests and preparing them for the challenges of secondary school, and their aspirations beyond. We encourage and support flexi-schooling, attachment in education and experience-led learning in order to meet all our pupil's needs.

We have an inclusive and nurturing approach to children and their families who may need additional support, including children with Special Educational Needs, Looked After Children and children with English as an additional language.

Our staff are valued, well-trained and supported, both in their roles and in their well-being. Our teachers are encouraged to use innovative and creative teaching to improve outcomes.

Our nursery and reception classes are a nurturing, stimulating and inspiring early years environment, where we support children in every aspect of their development. We provide a high-quality foundation stage, preparing children for the challenges of primary school.

Our inclusive school environment celebrates difference and diversity, and emphasises equality, respect and empathy. Each pupil's needs are met, and each pupil feels welcome, valued, safe and happy.

We support and nurture our community through strong partnerships with pupils, parents, other schools and the wider local community, and through participation in, and development of, the Green Lanes Co-operative Trust. The governing body supports success through effective and transparent governance.

Our school encourages and fosters open and honest communication with parents and carers, actively seeking to engage with all members of our diverse community.

SCHEDULE OF GOVERNORS

[To be updated]

Name	Type of governor	Expiry of Term	Committee membership	Link governor and other roles
Hugh Merritt	Parent	24/10/18	F&P	Chair of GB Link - H&S
Kaley Foran	Co-Opted	15/09/19	Standards (Chair)	Vice-Chair of GB
Maureen Duncan	LA	14/09/21	Standards	Link - Inclusion
Ian McDonald	Co-Opted	17/09/18	F&P (Chair)	Link - Pupil Premium
Esin Cakmak	Co-Opted	17/09/18		
Anselm Marshall	Co-Opted	31/05/20	F&P	
[Becky Martin]	Co-Opted		[F&P]	
Lisa Jepson	Co-Opted	14/09/21	Standards	Link - STEM
[Vacant]	Co-Opted			
[Kalvi Nadarajah]	Parent			
Bethany Marchant	Parent	19/03/19		Link- EYFS
Hannah D'Aguiar	Parent	17/09/18	F&P, Standards	Link – Safeguarding, SEN
[Vacant]	Trust			
[Vacant]	Trust			
Katie Horwood	Staff	N/A	All	Headteacher
Adrien Schellingerhound	Staff	15/04/19	Standards	
Dave Stewart	Parent	19/10/20	Standards	Link – Reading, Pupil Voice
Richard Pierce	Parent	19/10/20	Standards	Link – Creative Curriculum

SCHEDULE OF MEETINGS

Times

Standards @ 7.45am

F&P @ 6.30pm

FGB @ 6.30pm

Autumn 1

FGB - Thurs 14th Sep

Standards - Fri 29th Sep

F&P - Thurs 5th Oct

Autumn 2

Standards - Fri 1st Dec

F&P - Thurs - 7th Dec

FGB - Thurs 14th Dec

Spring 1

Standards - Fri 19th Jan

F&P - Thurs 25th Jan

FGB - Thurs 1st Feb

Spring 2

Standards - Fri 9th March

F&P - Thurs 15th March

FGB - Thurs 22nd March

Summer 1

Standards - Fri 4th May

F&P - Thurs 10th May

FGB - Thurs 17th May

Summer 2

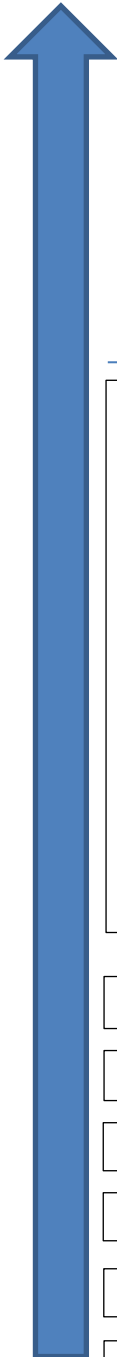
Standards - Fri 29th June

F&P - Thurs 5th July

FGB - Thurs 12th July

GOVERNANCE MAP

Reports to



- FGB**
- Setting and ensuring clarity of vision, values, and objectives for the school
 - Agreeing the school improvement strategy with priorities and targets
 - Risk monitoring
 - Approve budget, annual accounts and business plan
 - Approve teacher appraisal policy
 - Approve staff disciplinary policy
 - Appoint HT appraisal panel
 - Approve HT and DHT appointment
 - Approve overall extra-curricular provision
 - Approve changes to school status
 - Approve all GB procedures
 - Approve SEN policy
 - Relationship with Trust
 - Approve nursery admissions policy
 - Approve safeguarding policy
 - Approve complaints policy

- HT APPRAISAL PANAL**
- Annual HT appraisal#

- EXCLUSION PANEL (Ad hoc)**
- Review 7 day/permanent exclusions#

- HT DISCIPLINARY PANEL (Ad hoc)**
- Consider disciplinary action relating to HT#

- APPEALS PANEL (COMPLAINTS, STAFF DISCIPLINARY) (Ad hoc)**
- Appeals regarding HT/Chair parent complaint decisions #
 - Appeals regarding HT staff disciplinary decisions#

- Standards and Parent Partnership**
- Monitor SDP and SEF in relation to curriculum, attainment, teaching and parent partnership
 - Review curriculum – coverage of curriculum
 - Monitoring and analysis of attainment
 - Review pupil premium effectiveness
 - Monitor inclusion issues
 - Monitor provision of RE
 - Approve behaviour policies#
 - Monitor teaching standards and CPD
 - Monitor attendance
 - Approve home-school agreement#
 - Monitor parent communication and parent partnership (inc website)
 - Monitor provision of extra-curricular services
 - Monitor community relationships
 - Monitor safeguarding issues

- F&P**
- Monitor SDP and SEF in relation to finance and staffing
 - Budget planning
 - Business plan development
 - Budget monitoring (inc SFVS)
 - Contract review (above delegated financial limits)#
 - Approve capital expenditure #
 - Approve and monitor financial policies#
 - Monitor audit action plans
 - Approve nursery fees and finances#
 - Approve HR policies (excluding those reserved to FGB)#
 - Staff structure planning
 - Approve redundancy proceedings (consult with chairs of other committees)#
 - Approve dismissal payments/early retirement#
 - Approve H&S policy and monitor H&S issues#
 - Monitor staff welfare/workload issues

SAFEGUARDING LINK GOVERNOR

PUPIL PREMIUM LINK GOVERNOR

- PAY COMMITTEE**
- Review and approve decisions regarding staff pay awards#

INCLUSION LINK GOVERNOR

H&S LINK GOVERNOR

READING LINK GOVERNOR

STAFF WELLBEING LINK GOVERNOR

EARLY YEARS LINK GOVERNOR

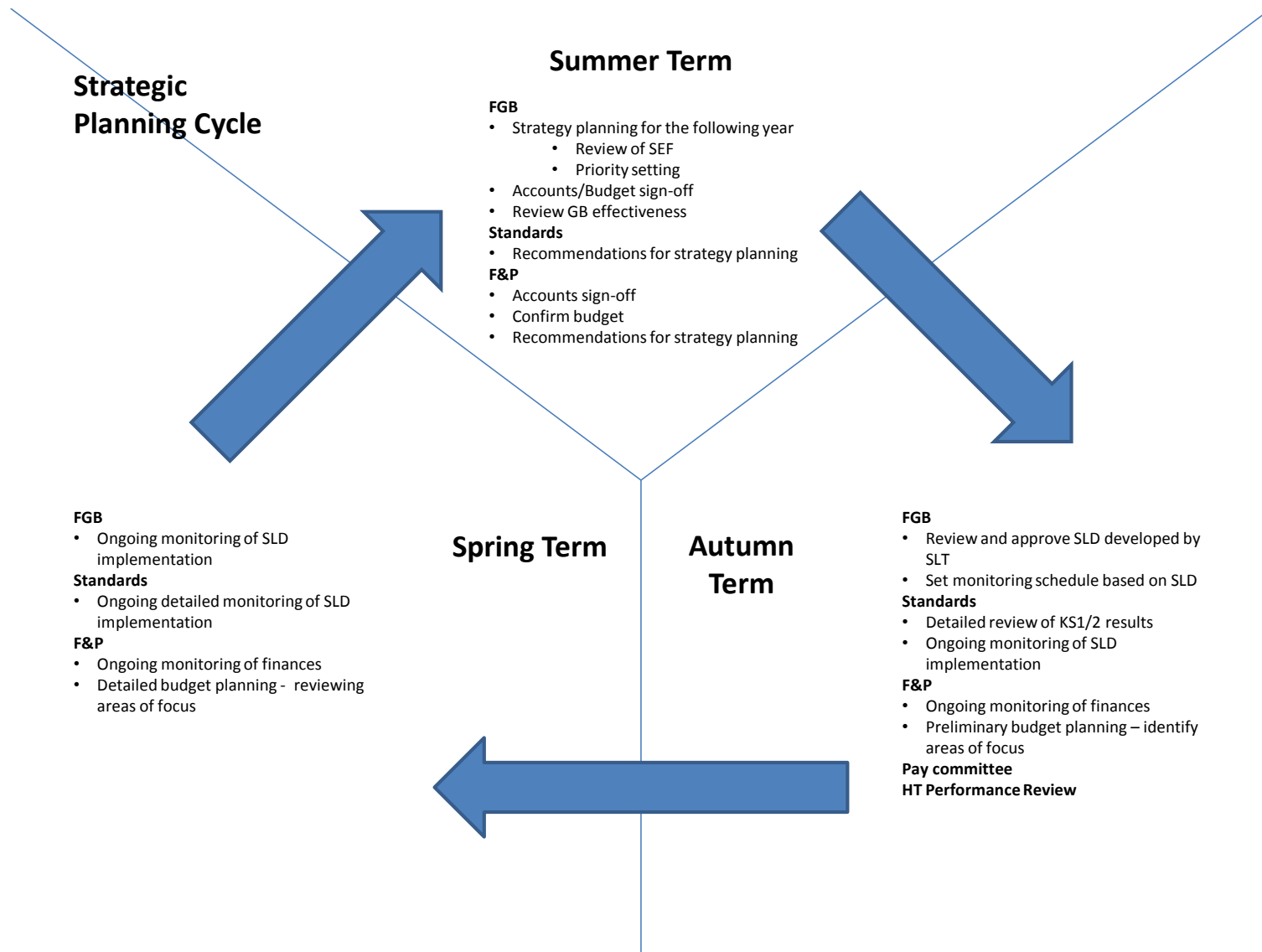
STEM LINK GOVERNOR

PUPIL VOICE LINK GOVERNOR

CREATIVE CURRICULUM LINK GOVERNOR

COMMUNICATION WORKING GROUP

= delegated decision making authority from FGB



Strategic Planning Cycle

Summer Term

- FGB**
- Strategy planning for the following year
 - Review of SEF
 - Priority setting
 - Accounts/Budget sign-off
 - Review GB effectiveness
- Standards**
- Recommendations for strategy planning
- F&P**
- Accounts sign-off
 - Confirm budget
 - Recommendations for strategy planning

Spring Term

- FGB**
- Ongoing monitoring of SLD implementation
- Standards**
- Ongoing detailed monitoring of SLD implementation
- F&P**
- Ongoing monitoring of finances
 - Detailed budget planning - reviewing areas of focus

Autumn Term

- FGB**
- Review and approve SLD developed by SLT
 - Set monitoring schedule based on SLD
- Standards**
- Detailed review of KS1/2 results
 - Ongoing monitoring of SLD implementation
- F&P**
- Ongoing monitoring of finances
 - Preliminary budget planning – identify areas of focus
- Pay committee**
- HT Performance Review**

FGB WORK PLANNER

Agenda Items	Papers?	From who?	Action
Autumn 1			
• Election of Chair/Vice-Chair	N/A	N/A	Approval
• Annual Declarations of Interest	Declarations Form	LA	Completion
• Committee Terms of Reference	Draft ToRs	Chair	Approval
• Committee Membership (including Pay Committee and HT Appraisal Panel)	N/A	N/A	Approval
• Link Governors	N/A	N/A	Approval
• Code of Conduct	Draft Code	Chair	Approval
• HT Report (detailed attainment data)	HT report	HT	Noting
• Approval of SDP	Draft SDP	HT	Approval
Autumn 2			
• Approval of Governors' Annual Report	Draft report	HT	Approval
• HT Report (SDP update)	HT report	HT	Noting
• Report from HT appraisal panel	N/A	Chair of panel	Noting
Spring 1			
• HT Report (non-SDP)	HT report	HT	Noting
• Nursery Admissions Policy	Draft policy	HT	Approval
Spring 2			
• HT Report (SDP update)	HT report	HT	Noting
Summer 1			
• Accounts closing	Accounts	F&P	Approval
• Budget sign-off	Budget	F&P	Approval
• SEF review	Draft SEF	HT and Committee reviews	Noting
• HT Report (non-SDP)	HT report	HT	Noting
Summer 2			

<ul style="list-style-type: none"> HT Report <ul style="list-style-type: none"> - SDP update - Initial attainment data 	HT report	HT	Noting
<ul style="list-style-type: none"> Priorities for SDP 	SEF	HT and Committee recommendations	Approval
<ul style="list-style-type: none"> Action plan for GB effectiveness 	GB self-assessment Draft plan	Chair	Approval

COMMITTEE DOCUMENTS

TERMS OF REFERENCE FINANCE & PERSONNEL COMMITTEE 2017/18

Membership: At least three governors plus the Headteacher. In addition, the governing body may appoint associate members to the Committee in order to draw on expertise and experience from both inside and outside the school.

Quorum: Three governors (one of whom can be the Headteacher).

Chair: To be appointed by the committee at its first meeting in the Autumn Term, to continue in office until the first meeting of the committee in the following Autumn Term (should not be the Head Teacher).

Clerk: To be appointed by the committee at its first meeting in the Autumn term, to continue in office until the first meeting of the committee in the following Autumn Term (should not be the Head Teacher).

Voting: All governors who are members of the committee have voting rights. Associate members shall have limited voting rights; they cannot vote on any decision concerning the budget or financial commitments of the governing body and may be excluded from any part of a committee meeting when the item of business concerns an individual member of staff or a pupil.

Meetings: A minimum of one each term

Remit:

The overall remit of the committee is to, within the context of the school's agreed Vision Statement and agreed strategic priorities:

- provide a strategic overview and challenge function to the Head Teacher and Governing Body in all matters relating to budgeting, finance, personnel and staff development.
- develop and monitor the school's budget, its capital budget and asset management, additional sources of funding, ensuring value for money and legality in financial spending.
- monitor health and safety issues.
- monitor staff structures, pay and performance management, and management of staff's learning, development and welfare.

In particular, the committee's remit will include the following tasks:

Finance

- to contribute towards, and monitor the School Development Plan in respect of finance issues;
- to recommend the first budget plan of the financial year;
- to monitor the budget throughout the year
- to receive a report each term on the income and expenditure of all public funds and to provide a summary each term to the Governing Body;
- to prepare and review financial policy statements, including consideration of long term planning and resourcing, and also capital expenditure
- to carry out responsibilities delegated by the Governing Body in accordance with the financial scheme of delegation including reviewing the scheme;

- to monitor the effectiveness of the school's financial procedures including compliance with SFVS (Schools Financial Value Standards);
- to ensure the audit of non-public funds and report appropriately to the Governing Body;
- to monitor the impact and expenditure of the Pupil Premium Grant & Sports Grant (any other local/central government grant)
- to enter into contracts above £5,000 individual or in total to one counterparty, per annum (other than a staffing contract) and below £25,000 per annum (above recommend to Governing Body; below by Head Teacher);
- to agree virements between budget headings during the financial year above £5,000 and below £25,000 (above recommend to Governing Body; below by Head Teacher);
- to receive and consider reports (e.g. audit and SFVS reports) and consultation papers from the LA and other bodies concerning finance issues on behalf of the Governing Body;
- To prepare and review the final year end report.

Personnel

- to contribute towards, and monitor the School Development Plan in respect of personnel issues;
- to agree with the Head Teacher a staffing structure for the school which meets the aims of the School Development Plan;
- to agree a pay policy for teachers and support staff, including the use of discretionary pay provisions, implement it, and review it annually;
- to sign off salary assessments for all teaching staff in accordance with the Pay Policy and most recent School Teachers Pay and Conditions Document;
- to review annually the Performance Management Policy;
- to receive an annual report from the Head Teacher on operational effectiveness of the performance management policy;
- to monitor the effectiveness of staff development activities;
- to assist in drafting or reviewing job descriptions when vacancies occur;
- to establish appointment panels for leadership posts;
- to receive and consider reports and consultation papers from Haringey Children and Young People's Service and other bodies concerning personnel issues on behalf of the Governing Body;
- to establish and monitor the exit interview process for all teaching staff leaving Chestnuts Primary School.
- to monitor the staff development of Newly Qualified Teachers
- to monitor and provide guidance to the Governing Body, and support to the Head Teacher on matters relating to staff welfare

Health & Safety

- to review and report to the Governing Body on the school's Health & Safety policy, risk assessment procedures and advise the Governing Body
- to receive and consider reports and consultation papers from Haringey Children and Young People's Service and other bodies concerning Health & Safety issues on behalf of the Governing Body;

Decisions about the pay of individuals

- these will be treated as confidential, recorded as confidential and, if required, reported to the Governing Body under "Part Two".Governors working in the school, apart from the Head Teacher, cannot be involved in these decisions. The Head Teacher cannot make decisions about his/her own pay.

Additional:

- Finance & Personnel will manage any other matter that has material financial or personnel implications on the school resources.
- to liaise with other committees through the Chair;
- in relation to any decisions which will result in a redundancy process, to consult with the chairs of the Standards & Achievements Committee.

Reporting back:

- Minutes will be made available to the next ordinary meeting of the Governing Body. This will include decisions made under delegated powers by the Committee and recommendations where there is no delegation.

Signed: Chair of Committee:

Dated:

Signed: Head Teacher:

Dated:

FINANCE AND PERSONEL WORK PLANNER

Agenda Items	Papers?	From who?	Action
Autumn 1			
• Terms of Reference	Draft terms of reference	Committee chair	Approval
• Election of Chair & Clerk	N/A	N/A	Approval
• 6/12 Financial Report	Financial Accounts	SBM	Review
• Update of summer building projects	Verbal	SBM	Noting
Special Pay Committee Meeting			
• Report from Pay Committee and Ratification	Pay recommendations	HT	Approval
Autumn 2			
• 8/12 Financial Report	Financial Accounts	SBM	Review
• School Business Plan	Draft Business Plan	HT	Approval
• Pupil Premium Grant / Sports Grant	Report	HT/PP Link Governor	Approval
Spring 1			
• 10/12 Financial Report	Financial Accounts	SBM	Review
• Finance Audit update	Audit action plan	SBM	Review
• Health & Safety (First Aid, Risk Assessments & Statutory annual testing)	H&S Audit	HT/H&S Link Governor	Review
Spring 2			
• Initial budget setting	Draft budget	HT/SBM	Review
• Financial Report	Financial Accounts	SBM	Review
• Review Capital works plan	Capital works plan	HT/SBM	Review
• Update SFVS documents for full GB			
Summer 1			
• Financial accounts closing	Financial accounts	SBM	Approve
• Budget Setting	Budget	HT/SBM	Approve

• Pupil Premium Grant / Sports Grant	Report	HT/PP Link Governor	Approval
Summer 2			
• 3/12 Financial Report	Financial Accounts	SBM	Review
• Finance Audit update	Audit action plan	SBM	Review
• Health & Safety (First Aid, Risk Assessments & Statutory annual testing)	H&S Audit	HT/H&S Link Governor	Review

**TERMS OF REFERENCE
STANDARDS & ACHIEVEMENT COMMITTEE
2017/18**

Membership: This group acts as a working party and as such there is no requirement for a minimum membership. Ideally there will at least two Governors plus the Head Teacher present at all meetings. In addition associate members may be co-opted by the Governing Body in order to draw on expertise and experience outside school.

Quorum: Not required (except for approval of the policies delegated to this committee in the agreed policy review schedule, where the quorum shall be three governors (one of which can be the Headteacher)).

Chair: To be appointed by the committee at its first meeting of the Autumn Term, to continue in office until the first meeting of the committee in the following Autumn Term (should not be the Head Teacher)

Clerk: To be appointed by the committee at its first meeting in the Autumn term, to continue in office until the first meeting of the committee in the following Autumn Term (should not be the Head Teacher)

Voting: This group is a working party only and has no delegated powers except for in relation to approval of the policies set out in the policy review schedule agreed by the full Governing Body. Only governors who are members of the committee may vote on policies. It offers recommendations to be agreed by the full Governing Body

Meetings: A minimum of one each half term

Remit:

The overall remit of the committee is to take a leading role in monitoring the implementation of the following aims set out in the school's Vision Statement:

- Help pupils develop into well-rounded young people who are ambitious, responsible, respectful, curious, resilient, tolerant, and engaged
- Provide a well-rounded, stimulating curriculum that prepares our pupils for the challenges of secondary school and their aspirations beyond, and which encourages a love of learning, and to help all pupils to make excellent progress and to achieve high standards
- Deliver excellent teaching and learning through high-quality staff who are well-trained and supported both in their roles and in their wellbeing, and who engage with research to improve pupils' outcomes
- Provide a high-quality foundation stage environment that supports pupils in every aspect of their development, and which prepares them well for the challenges of primary school
- Deliver excellent teaching and learning through high-quality staff who are well-trained and supported both in their roles and who engage with research to improve pupils' outcomes.
- Build an inclusive school environment that emphasises equality, where each pupil's needs are met, and where each pupil feels welcome, valued, safe and happy.
- Support and nurture our community through strong partnerships with pupils, parents, other schools and the wider local community, and through participation in, and development of, the Green Lanes Co-operative Trust.
- Ensure that the school's leadership supports open and transparent communication with the school's community.

In particular, the committee's remit will include the following tasks:

- to take a lead role in the developing and monitoring of the School Improvement Plan (SDP) in respect to the above aims;
- to take a lead role in monitoring the School Self Evaluation Form (SEF) in respect to the above aims;

Standards and curriculum

- to provide guidance to the Governing Body, and support for the Head Teacher and staff on matters relating to the curriculum, its implementation, delivery and impact;
- to review the school's curriculum policy and advise the Governing Body on this and other policy documents relating to the curriculum;
- with the assistance of the staff, to provide information about how the curriculum is taught, evaluated and monitored;
- to receive reports on the implementation of the school's individual subject policies;
- to review the policy and provision of Sex & Relationship Education and make recommendations;
- to review the policy and provision for collective worship and religious education and make recommendations;
- to review the impact of the Pupil Premium Grants & Sports Grant (any other grants distributed by central / local Government)
- to take a lead role in the monitoring of the impact of home learning expectations;
- to receive and consider reports and consultation papers from Haringey Children and Young People's service and other bodies concerning curriculum issues on behalf of the Governing Body;
- to lead on the review and reporting back to full Governors on the changes to the Ofsted Inspection Schedule.

Inclusion

- to assist with ensuring that the requirements of pupils with additional and special educational needs are met, including those identified as gifted and talented;
- to assist with ensuring that the educational attainment of looked after children, children in care and vulnerable children are met by the school. To receive termly reports on pupil's progress and statistics around children in care.

Safeguarding

- to review and report to the Governing Body on the school's Safeguarding policy, risk assessment procedures and advise the Governing Body
- to receive and consider reports and consultation papers from Haringey Children and Young People's Service and other bodies concerning Safeguarding issues on behalf of the Governing Body;

Wraparound care and nursery

- to monitor the quality and scope of wraparound care (i.e. breakfast club, after-school club, holiday club and afternoon clubs) (excluding financial issues)
- to monitor the standard of provision of the nursery (excluding financial issues)

Community and communication

- to provide guidance to the Governing Body, and support for the Head Teacher and staff on matters relating to the communication and the wider community, the implementation, delivery and impact of parental and community involvement;
- to take lead role on networking with other schools and reviewing opportunities for shared resources – report back to the full Governing Body
- with the assistance of the staff, to provide information about how the community are being involved in the school and how environmental issues are being managed, evaluated and monitored;

- to take the lead role in developing relations with the school PSA and reporting back on their work;
- to take the lead role in ensuring that the school actively promotes parental volunteering, monitor and evaluate the impact;
- to receive reports on the implementation of the school's policies relating to the school environment and the involvement of parents and the wider community;
- to receive and consider reports and consultation papers from Haringey Children and Young People's service and other bodies concerning environment and community issues on behalf of the Governing Body;

Additional:

- to liaise with other committee's through the chair.

Reporting back:

- a verbal report will be made to the next meeting of the full Governing Body. The report will include recommendations made to the full governing body in the absence of delegated powers.

Signed: Chair of Committee:

Dated:

Signed: Head Teacher :

Dated:

STANDARDS WORK PLANNER

Agenda Items	Papers?	From who?	Action
Autumn 1			
• Terms of reference			
• Election of chair			
• Pupil premium grant (written)	<ul style="list-style-type: none"> • Spending plan • Report from link governor 	Ian	
• SEN and more able update			
• Curriculum and policy review	<ul style="list-style-type: none"> • Draft policies 		
• SDP: outcomes for pupils	<ul style="list-style-type: none"> • SDP 		
• Parents survey feedback	<ul style="list-style-type: none"> • Survey results summary 		
• Annual community and parent engagement calendar	<ul style="list-style-type: none"> • Calendar 		
Autumn 2			
• Attainment review			
• Safeguarding audit	Safeguarding Audit. Sections: - Safeguarding and promoting children's welfare - Documentation	Hannah	

• PSA update (written)			
• SDP: EYFS (including transition update)	• SDP • Link governor report	Bethany	
• Attendance	• Attendance policy/procedure		
• Home learning and flexi-schooling update			
Spring 1			
• SDP: Quality of teaching (including assessment update)	• SDP		
• Science and maths updates		• Relevant curriculum leads • Lisa	
• Curriculum update		Richard	
• Safeguarding audit	• Safeguarding Audit. Sections: - Suitable people	Hannah	
• Pupil premium update (written)	• Report from link governor	Ian	
• SEN and More able update	• Report from link governor		
Spring 2			
• SDP: reading and literacy update			
• Attainment review			
• SDP: EYFS		Bethany	

• SDP: Personal development, behaviour and welfare			
• PSA update (written)			
• Extended services review			
• Safeguarding audit	• Safeguarding Audit. Sections: - Suitable people	Hannah	
Summer 1			
• PPG/ Sports grant spending review	• Report from link governor • Impact report	Ian	
• SDP: quality of teaching (including assessment)	• SDP		
• Website review	• Checklist of requirements	Elliot Anderson (SBM)	
• School meals update/review			
• Parent survey			
• Reading, Science and Maths updates		Dave, Lisa	
Summer 2			
• SDP: outcomes for pupils (including results and actions)			
• Teaching update for upcoming year			
• Safeguarding audit	• Safeguarding Audit. Sections: - Suitable premises,	Hannah	

	environment and equipment - Organisation		
<ul style="list-style-type: none">Annual community and parental engagement events (impact assessment)			
<ul style="list-style-type: none">SDP: EYFS		Bethany	

POLICY SCHEDULE

FGB Policies

Policy	Responsibility	Need governor approval?	Date of Review / adoption by GB	Regularity of Review
SEN	FGB	Yes		Annual
Admissions	FGB	Yes		Annual
Nursery Admissions	FGB	Yes		Annual
Complaints	FGB	Yes		Every two years
Staff Appraisal and Capability (including discipline)	FGB	Yes	September 2017	Annual
Instrument of Governance	FGB	Yes		Ad hoc
Safeguarding	FGB	Yes		Annual
Governors Visiting	FGB	Yes		Every two years

F&P Policies

Policy	Responsibility	Need governor approval?	Date of Review / adoption by GB	Regularity of Review
Staff Pay	F&P	Yes	September 2017	Annual
Charging & Contributions	F&P	No		Every two years
Data Protection	F&P	No		Every two years
Freedom of Information	F&P	No		Every two years
Health & Safety	F&P	Yes		Every two years
Governors Expenses	F&P	Yes		Every two years
Finance Procedures	F&P	No	September 2017	Annual
Scheme of Delegation	F&P	Yes	September 2017	Annual
Lettings Policy	F&P	No		Every two years

Pupil Premium Policy	F&P	Yes		Annual
Bad Debt Policy	F&P	No		
Whistleblowing	F&P	Yes		Every two years

Standards Policies

Policy	Responsibility	Needs full gov approval?	Date of Review / adoption by GB	Regularity of Review
Behaviour	Standards	No	October 2017	Annual
Sex Education	Standards	No		Every two years
Curriculum	Standards	No		Annual
Adopted children	Standards	No		Annual
Anti-Bullying	Standards	No		Every two years
Attendance	Standards	No		Every two years
Educational Visits	Standards	No		Every two years
Intimate Care	Standards	No		Every two years
Marking	Standards	No		Every two years
Social Media	Standards	No		Every two years
Internet	Standards	No		Every two years
Accessibility Plan	Standards	No		Every three years
Single Central Record	Standards (Safeguarding Link)	No		Termly
Home-School Agreement	Standards	Yes		Annual
Equality information and objectives	Standards	No		Every four years

Policy	Responsibility	Needs full gov approval?	Policy Implemented	Date reviewed	Date of Review / adoption by GB
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More Able & Talented Policy	Standards	No	Nov 11	Nov 12	Nov 14
Assessment Policy	Standards	No	Sept 10	Sept 12	Sept 14

WCC Policies

Policy	Responsibility	Needs full gov approval?	Policy Implemented	Date reviewed	Date of Review / adoption by GB
Volunteer Guidance Policy	WCC	No	July 12	July 12	July 14
Communications Policy	WCC	No	July 12	July 12	July 13
Continued Professional Development	WCC	Yes	Sept 09	July 12	July 13

Haringey Personnel Policies, Guidance and Procedures	Responsibility	Needs Full Gov Approval?	Date Issued	Adopted by GB
Whistle blowing Policy	WCC	Yes	Nov 04	Jan 14
Fraud and Corruption Policy	WCC	Yes	Nov 04	Jan 14
Use of ICT Policy	WCC	Yes	Nov 04	Jan 14
Additional/Acting Duties Policy	WCC	Yes	Nov 04	Jan 14
Sickness Absence Policy	WCC	Yes	Sept 12	Jan 14
Disciplinary Policy	WCC	Yes	Sept 12	Jan 14
Grievance Policy	WCC	Yes	Sept 12	Jan 14
Redundancy and Redeployment Policy	WCC	Yes	Sept 12	Jan 14
Harassment and Bullying Policy	WCC	Yes	Nov 04	Jan 14
Code of Practice for Employee Relations Pol	WCC	Yes	Nov 04	Jan 14
Recruitment and Selection Procedures	WCC	Yes	Nov 04	Jan 14
Temporary and Fixed term Staff Guidance	WCC	Yes	Nov 04	Jan 14
Equal Opportunities in Employment	WCC	Yes	Nov 04	Jan 14
Criminal Conviction Checks	WCC	Yes	Nov 04	Jan 14
Policy on Care, Control and Restraint	WCC	Yes	Nov 04	Jan 14
Induction, Probation, Support and Development Procedures	WCC	Yes	Nov 04	Jan 14
Law, Education and Employment	WCC	Yes	Nov 04	Jan 14
Access to Personal Files	WCC	Yes	Nov 04	Jan 14
Flexible Working Practice Policy	WCC	Yes	Nov 04	Jan 14
Job Share Policy	WCC	Yes	Nov 04	Jan 14
Child Protection Guidelines	WCC	Yes	Nov 04	Jan 14
Amalgamating Schools statement of Intent	WCC	Yes	Nov 04	Jan 14
Expenses and Allowances	WCC	Yes	Nov 04	Jan 14
Leave/Time off, Maternity & Childcare Leave	WCC	Yes	Nov 04	Jan 14
Managing Stress at Work	WCC	Yes	Nov 04	Jan 14
Violence at Work Guidelines	WCC	Yes	Nov 04	Jan 14
Working Time Directive	WCC	Yes	Nov 04	Jan 14
Resignation and Retirement Procedures	WCC	Yes	Nov 04	Jan 14

Trade Unions, Time Off and Consultation	WCC	Yes	Nov 04	Jan 14
Class Size & Cover Agreement	WCC	Yes	Sept 07	Jan 14
No Smoking Policy	WCC	Yes	Nov 04	Jan 14
Support Staff – Template Job Descriptions	WCC	Yes	Nov 04	Jan 14
Teaching Roles – Template Job Description	WCC	Yes	Nov 04	Jan 14
Secondment Policy	WCC	Yes	Nov 04	Jan 14
Exclusion	WCC	Yes	Nov 04	Jan 14

LINK GOVERNOR DOCUMENTS

SPECIFIC LINK GOVERNOR ROLES/RESPONSIBILITIES

Subect area	Specific role	Staff contact	Reports to
Safeguarding	<ul style="list-style-type: none"> • Monitor compliance with safeguarding requirements • Work with the HT to develop the safeguarding policy and procedures • Inspect the single central record on a termly basis • To be consulted regarding any relevant complaints/exclusions 	HT	Standards
Inclusion	<ul style="list-style-type: none"> • Monitor compliance with inclusion related requirements • Input into the SEF and monitor the SDP in relation to inclusion issues • To be consulted regarding any relevant complaints/exclusions 	SenCo	Standards
Reading	<ul style="list-style-type: none"> • Input into the SEF and monitor the SDP in relation to the reading curriculum 	English Lead	Standards
STEM	<ul style="list-style-type: none"> • Input into the SEF and monitor the SDP in relation to the STEM curriculum 	Maths Lead Science Lead	Standards
Early Years	<ul style="list-style-type: none"> • Input into the SEF and monitor the SDP in relation to the EYFS curriculum 	EYFS Lead	Standards
Pupil Premium	<ul style="list-style-type: none"> • Monitor the use and effectiveness of pupil and sports premium • Monitor compliance with reporting requirements in relation to pupil and sports premium 	DHT	Standards and F&P
H&S	<ul style="list-style-type: none"> • Monitor compliance with H&S requirements • Work with the HT to develop the H&S policy and procedures • Complete annual H&S inspection 	HT/Facilities Manager	F&P
Pupil Voice	<ul style="list-style-type: none"> • Ensure that the pupil voice is appropriate heard by the GB 	Upper KS2 Lead	Standards
Staff Wellbeing	<ul style="list-style-type: none"> • Monitor staff wellbeing initiatives • Ensure that staff wellbeing is appropriately considered by the GB 	HT	F&P
Creative curriculum	<ul style="list-style-type: none"> • Input into the SEF and monitor the SDP in relation to the creative curriculum 	Creative Curriculum Lead	Standards

STANDARD TERMS OF REFERENCE FOR LINK GOVERNORS

The role of a Link Governor is to:

- Make focused visits to the school
- Explore specific aspects within the link subject area to gain deeper understanding of relevant issues
- Establish regular (at least once per term) contact with people within the school with responsibility for the link subject area
- Provide support and encouragement and a listening ear for staff members with whom they are linked
- Monitor provision of equipment and use of school facilities
- Attend relevant training, including relevant INSET days
- Be involved with establishing/monitoring/evaluating the impact of relevant policies adopted by the governing body within their link subject/specialist area
- Become familiar with linked subject/specialist areas in the school development plan
- Report back after visits, making recommendations as appropriate either via the agreed report format and or at committees or full governing body meetings in accordance with the work schedule and as required by specific agenda items
- Update the committees or full governing body meetings (as applicable) in relation to any policy or legislative changes affecting the subject area

GOVERNORS' CODE OF CONDUCT

The governing body has the following core strategic functions:

Establishing the strategic direction, by:

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

Ensuring accountability, by:

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

Overseeing financial performance, by:

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

As individuals on the governing body we agree to the following:

Role & Responsibilities

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

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

Commitment

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

Relationships

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

Confidentiality

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

Conflicts of interest

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

Ceasing to be a governor

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

Breach of this code of conduct

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

The Seven Principles of Public Life

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

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

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

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

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

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

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

Leadership - Holders of public office should promote and support these principles by leadership and example.

Adopted by the governing body of Chestnuts Primary School on [date].