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Other policies linked to this policy: Governor Visits Policy Statutory Policies	Next Review date September 2022
Governor Committee Responsible	Full Governing Body

***This document sets out the principles and procedures by which this governing body operates.
All governors have a copy so that they know how the governing body works.***

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

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The School's Vision

All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Our Ethos

Respect for the core capabilities of children and the recognition that all children are unique individuals with a wide range of abilities and potentials. Children are valued as strong, sociable and capable individuals, constantly learning and enquiring about the world about them.

WNA is a place where children will be encouraged to be curious, to ask questions and to learn from one another. Children at our school will be encouraged to question their teachers, formulate their own theories and validate possible results.

Dialogue with, and democratic decision making between children, staff, parents and the wider community is central to the running of WNA.

The governing body works to support the overall development of the pupils. All governors contribute to raising standards for all pupils. This involves providing a strategic view for the school, acting as a critical friend and ensuring accountability.

(See Appendix 1 for a full list of governors)

Governors are involved in:

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

In order to carry out this work governors:

- Work closely with the school team
- Have 3 full governing body meetings a year; one in each half term.
- Work on committees to which the governing body has delegated key areas of responsibility. These meet on a regular basis – once or twice each term
- Visit the school
- Attend training
- Recognise that the headteacher is responsible for the implementation of policy, management of the school and the implementation of the curriculum.

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

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

We ask that governors do the following:

- Undergo a DBS check on starting as a governor and on re-election or re-appointment
- Wear ID badges when in school during the day

- Provide information on themselves for newsletters etc
- Agree to their photograph being displayed on the notice board

Roles

Governing bodies do:

1. Set the overall budget for the school
2. Decide on the number of staff
3. Decide on the level of pay for teachers
4. Help to decide the priorities for the school when the school improvement plan is being developed
5. Ensure a broad and balanced curriculum is taught to all pupils
6. Set targets for pupil achievement
7. Publish national test and exam results
8. Compare the performance of their school to similar schools
9. Receive information about the quality of teaching in the school
10. Have a published strategy for dealing with parental complaints and concerns
11. Ensure health and safety issues are addressed
12. Set the times of school sessions
13. Consult the headteacher when making decisions
14. Ask challenging questions
15. Help develop school policies and procedures
16. Consider the repair and maintenance of school buildings
17. Consider the use of school premises outside school hours
18. Appoint committees of governors to look at specific issues such as finance, staffing, curriculum.

Governing bodies don't:

19. Inspect the school
20. Report on the quality of teaching after visiting the school
21. Authorise all expenditure
22. Share concerns about staff capability
23. Decide on how pupils are taught different subjects
24. Have the right to exclude a pupil
25. Write the school's policies on their own

26. Rubberstamp recommendations from the headteacher
27. Automatically approve all apologies for absence for meetings sent by governors

Chair – key responsibilities:

1. To make sure, with the clerk, that the governing body's business is conducted in accordance with the law.
2. Ensure that governors know and follow the rules and codes of conduct ensuring democracy.
3. To make it clear that all governors must accept collective responsibility for decisions taken at governors' meetings.
4. To be available to make "emergency" decisions under Chair's Action and to report any urgent action taken on behalf of the governing body, making sure it is fully explained.
5. To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
6. Construct and agree the agenda for meetings, together with the clerk, taking account of the recommendations of the headteacher and requests from other governors and keep good order in meetings.
7. To approve draft minutes for publication taking account of confidential items.
8. To use time effectively by planning the year's cycle of meetings and a timetable for action.
9. Help new governors become involved in the work of the governing body.
10. Ensure all decisions are understood and that necessary action is taken.
11. Ensure governors receive all relevant information and materials.
12. Be proactive with regard to recruitment and retention on the governing body.
13. Ensure succession planning within the governing body.
14. Help the governing body understand its own strengths and weaknesses.
15. To establish and foster an effective relationship with the headteacher based on trust and mutual respect for each other's roles.
16. To ensure that the governing body acts as a sounding board to the headteacher and provides strategic direction.
17. Report decisions of the governing body to parents, staff and others regularly.
18. Co-ordinate the governing body role in OFSTED Inspections and other reviews.
19. Manage the complaints process.
20. Attend LA briefings where beneficial.
21. Involve the vice-chair so that he/she is in a position to act if not available.

Vice Chair – key responsibilities:

1. To liaise on a regular basis with the chair and headteacher to ensure they are fully informed.
2. To take on responsibilities delegated to them by the chair.
3. To deputise for the chair in their absence.
4. To establish and foster an effective relationship with the headteacher based on trust and mutual respect for each other's roles.
5. To use time effectively by planning the year's cycle of meetings and a timetable for action in conjunction with the chair.
6. Ensure governors' participation in and between meetings.
7. Listen and be a critical friend to the headteacher.
8. Attend LA briefings on chair's behalf if necessary.

The headteacher – key responsibilities:

1. The internal organisation, management and control of the school
2. Formulating aims, objectives and policies for the governing body to consider adopting
3. Advising on and implementing the governing body strategic framework
4. Reporting on progress at least once every school year

Meetings

Attendance and apologies:

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

All formal meetings of the governing body have to be quorate in order to make decisions. Meetings are quorate when at least $\frac{1}{3}$ of the governors are present. This means that a minimum of 3 governors must attend, or $\frac{1}{3}$ of the full body if this is greater, for decisions to be made. Committee meetings must also be quorate for decisions to be made (3 governors).

Attendance at meetings is monitored by the Clerk to the Governing Body. If you cannot attend a meeting then you should give your apologies to the Clerk to the GB or via the headteacher or Chair. The governing body decides whether or not to accept apologies. If a governor's apologies are not accepted and the governor does not come to meetings for a period of more than six months then they will be disqualified from the governing body. (The date is calculated from the date of the first full governing body meeting missed.) Where governors fail to send their apologies in advance of a meeting their apologies may not be accepted or approved after the meeting.

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

Committees

We have subcommittees which meet in the following order:

- Curriculum and Research - Every term
- Finance, People and Property Management – Every half term
- Admissions – at end of each committee
- Pay Committee – Yearly
- Appeals and Complaints – as needed

Yearly Planning of Meetings

Appendix 3 exemplifies all the standard, procedural, specific termly and strategic items. (Further guidance can be obtained from your clerk.) At WNA the yearly plan and dates will be set at the first meeting of the academic year.

Terms of reference

Full Governing Body FGB (Agreed February 2022)

QUORUM: 1/3 of current membership (min 3)

To determine the strategic direction of the school

To monitor and evaluate the performance of the school receiving reports from the headteacher

To receive reports and ratify recommendations from committees

To approve the annual budget

To investigate financial irregularities

To agree selection panel for headteacher and deputy head appointment

To suspend or end suspension of headteacher

To direct reinstatement of excluded pupils following an appeal

To draw up the Instrument of Government and any amendments thereafter

To appoint (or remove) the chair and vice chair

To appoint or dismiss the clerk to the governors

To hold a governing body meeting at least once a term

To appoint and remove community governors

To set up a register of Pecuniary Interests

To delegate terms of reference to committees and review once a year at the beginning of the academic year

To review the membership of committees once a year at the beginning of the academic year

To set the times of school sessions

To ratify the Self Evaluation Document (SED)

To adopt Financial Procedures in line with the Academies Financial Handbook

To review and approve risk analysis annually

To review the performance of the governing body

To ensure adequate safeguarding procedures are in place

To consider forming a multi academy trust

Curriculum and Research Committee (Agreed February 2022)

QUORUM: 3 governor members

To assist in the development of the School Development Plan (SDP)

To monitor and review pupil and school performance

To set and publish targets for pupil achievement

To monitor and review School Development Plan (SDP)

To contribute to School Evaluation Document (SED)

To consider and review policy and practice in:

- Homework
- Curriculum matters
- RE and collective worship
- Special Educational Needs
- Gifted, Able and Talented Children
- Sex and Relationships Education
- Equalities and Community Cohesion
- SEN (Special Educational Needs)
- CP and Safeguarding

Receive monitoring and inspection reports from OFSTED or HMI and monitor and review action plans.

Finance, People and Premises Committee FPPC (Agreed February 2022)

QUORUM: 3 members

- To prepare and agree the Annual Budget each financial year for formal agreement by the Governing Body
- To establish and monitor links between the School Development Plan and
- To evaluate the effectiveness of spending decisions
- To consider longer term financial planning linked to the future needs of the school
- To ensure school meets its statutory obligations and complies with Academies Financial handbook
- To consider relevant supplier contracts and the effectiveness of services provided through these
- To monitor pupil roll and income levels
- To review delegated spending limits annually in line with Financial Handbook
- To consider/approve procurement/contracts in line with Financial handbook

- To review charging and remissions policy
- To receive information on grants and miscellaneous income
- To consider outturn statement
- To consider and determine response to any financial matters including consultation on changes to funding formula
- To investigate irregularities
- To approve and set up an expenses scheme
- To ensure appropriate administration and audit of the School Fund
- To consider and ensure best value at all times
- To consider financial benchmarking data
- To self-evaluate financial competencies of governors
- To receive any health and safety reports
- To ensure health and safety issues are met
- To receive reports on condition of buildings and school environment
- To agree maintenance work to be done
- To determine staff complement
- To review staffing structure
- To establish and review annually an Appraisal and Capability Policy
- To review (1) performance objectives for Headteacher (HT PM Reviewers) and (2) pay for Headteacher (HT Pay Review Group)
- To review salary scale for the Leadership team
- To review pay policy
- To consider pay discretions (the Headteacher should not advise on his/her own pay)
- To conduct agreed arrangements for recruitment and selection
- Appointment of staff - headteacher + 1 or more governors (who has completed Safer Recruitment Training)
- To conduct agreed procedures for capability, discipline, grievance, attendance and welfare issues
- To conduct dismissal procedures
- To receive reports and monitor status of any staffing issues
- To consider early retirement
- To consider and approve admissions arrangements

(See Appendix 4 for Finance and Premises Committee Responsibility Planner)

Admissions Committee

QUORUM: 3 members

The membership is to be established on an ad hoc basis at the end of other committee meetings. There must be a minimum of 3 governors.

Appeals and Complaints Committee

QUORUM: 3 members

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

Pay Committee

QUORUM: 2 members

The membership is established from the Chairs of other committees.

Election and Appointment Arrangements

Arrangements for the election of parent and staff governors are delegated by the members to the headteacher, but must be conducted in accordance with the articles of association.

The members are responsible for the election of new governors, and at WNA we aim to ensure that the governing body is representative of the community we serve.

Appointment of the Chair

Term of office: One Year

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

Appointment of the Vice Chair

Term of office: One Year

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

Suspension of Governors

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

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

Support for New Governors

To help new governors learn about their role and quickly contribute to the work of the governing body, there will be an initial meeting with the chair, headteacher and mentor. A named and experienced governor will be appointed. There will be welcome and full introductions at the first meeting.

New governors need copies of the following:

- Governing Body Induction and Information Pack
- Minutes from last full Governing Body meeting
- School Development Plan
- School Evaluation Document
- Last Ofsted Report

We encourage all new governors to take up training opportunities – especially Induction – offered by Newcastle City Council Governor Services.

Mentors will:

- Meet with the new governor before the meetings for the first year to answer questions, explain the agenda etc
- Sit with the new governor at meetings to answer questions
- Make regular contact to answer questions

How Governors are Involved in Monitoring:

Monitoring is an essential part of the role of governors in supporting the school's self-evaluation. By being involved in monitoring, governors will develop a better understanding of how well their plans and policies are working in practice. They will then be able to use this information to better inform future strategic planning.

The Purpose of Monitoring is to:

- Check that agreed plans are being implemented

- Identify what's going well and celebrate it
- Identify what is not going well and the reasons for this
- Modify plans, if appropriate
- Be accountable as a governing body

Methods of monitoring: The Headteacher's Report

Over the year, the headteacher's report will include the following:

- The number of pupils on roll
- The names and responsibilities of all members of the teaching and non-teaching staff
- The organisation and sizes of classes or year groups in the school
- Attendance data
- The numbers and percentages of pupils taking paid and free school meals, packed lunches
- The number of pupils in the school with statements of Special Educational Need
- The numbers of pupils in the school with EAL
- Data on looked after pupils
- Data on complaints and exclusions
- Information on standards and attainment including trends (for example by class, gender or ethnicity)
- The success of cohorts of pupils in meeting performance targets agreed by the governors and reasons for any shortfall/excess
- Statutory and proposed performance targets for pupils throughout the school
- Specific targets relating to relevant groups of the pupil population (for example, Looked After Children, more able children)
- A commentary on the school's performance
- Information about staff training which has taken place and future needs
- Forthcoming training in which governors might be involved
- Specific curriculum initiatives and ways in which staff have been involved in monitoring the curriculum
- The arrangements that have been made over the previous term for parental consultation and how far these have succeeded

Committee Work

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

School visits

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

Visits may involve meeting teachers and pupils, visiting classes or attending events (for example, assemblies, productions). All visits should be planned in consultation with the headteacher and the Visits Protocol should be followed (see Governor Visits Policy)

Appendix 1

Composition of the Governing Body

Subject to Articles 48-49 and 64, of the Memorandum and Articles, the Academy Trust shall have the following Governors:

- (a) Up to 11 Governors, appointed under Article 50
- (b) Any Staff Governors, if appointed under Article 50A;
- (c) Up to 1 LA Governor if appointed under Article 51;
- (d) A minimum of 2 Parent Governors appointed under Articles 53-58;
- (e) The Headteacher;
- (f) Any Additional Governors, if appointed under Article 62, 62A or 68A; and
- (g) Any Further Governors, if appointed under Article 63 or Article 68A;

47. The Academy Trust may also have any Co-opted Governor appointed under Article 59
Membership and contact details

Governor Type	Name	Contact details
Full(Chairperson)	Shelagh Keogh	
Member		
Member	Jamie Carrahar	
Member		
Full	Susan Percy	
Full	Sally McDonald	
Full		
Staff	Liam McClean	
Parent Governor	Rabia Ahmed	
Parent Governor	Grace Barker	
Parent Governor	Cheryl-Naomi Ferguson-Ruddy	
Parent Governor	Paul Koshy	
Parent Governor		

Associates

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

Appendix 2

Membership of Committees and Groups and Link Governor Information

(to be reviewed each Autumn Term)

Committee	Members
Finance, People & Premises	Sally McDonald (Chair), Jamie Carrahar, Shelagh Keogh and Susan Percy
Curriculum & Research	Rabia Ahmed (Chair), Shelagh Keogh, Paul Koshy, Liam McClean and Susan Percy.
Admissions Committee	Shelagh Keogh (Chair), Jamie Carrahar, Sally McDonald and Susan Percy (in advisory capacity)
Appeals and Complaints	To be convened as required with available non-school governors not previously involved in relevant discussions
Pay Committee	Chairs of Committees and Susan Percy

- The Chair of each committee is responsible for setting the agenda in discussion with the headteacher.
- All members may ask for items to be included on the agenda.
- Each committee will have an annual programme of work.
- Each committee will produce written minutes which should be included in the governing body pack after the chair of the committee and the headteacher have had the opportunity to check and make amendments.

Link Area	Name of Governor
Safeguarding/LAC/SEND	Shelagh Keogh
EYFS	Rabia Ahmed

Appendix 3

Governing Body Year Planner – Notes

Standard Items

There are a number of items which should form part of the standard agenda for each meeting. Such items include the following (not an exhaustive list):

- Apologies for absence, for acceptance
- Declaration of interest
- Appointments/membership review
- Approval of previous minutes
- Matters arising from the minutes
- Health & Safety/Safeguarding Issues
- Confirmation of dates and times of future meetings

Term Items:

At certain points in the school year, the governing body has additional responsibilities and duties. Governing body agendas should make provision for these accordingly. Some examples are shown below (the agenda planning template (available via Governor Services) provides further details)

Autumn Term Procedural Items

- Election of Chair/Vice chair
- Review of GB procedures
- Review of responsibility and decision planner
- Review committee membership
- Review of monitoring links

Spring Term / Summer Term Procedural Items

- Review and approve budget
- Approval of financial monitoring processes (SFVS)
- Approval of training days
- Approval of term and holiday dates

Strategic Items

While the governing body has a duty to attend to the procedural items above, it also has a duty to consider the strategic needs of the school including Ofsted inspection preparation.

The sections below highlight some key strategic items. Many of these will be familiar items from previous agendas, but are grouped into sections aligned to the key headings of the current Ofsted inspection framework.

Headteacher's Report

The headteacher has a duty to provide a termly report to the governing body.

Committee Reports

Committees should meet termly with an agenda and minutes for the governing body. The chair of each committee should provide a brief report of actions at the full governing body meeting.

Individual Governors' Reports

Individual governors who visit the school, should aim to provide a written report to the governing body (See Governor Visits Policy for more information)

Stakeholders' views

The governing body should put mechanisms in place to seek and review the views of the following key stakeholders annually:

- Pupils
- Staff
- Parents (including the monitoring of the 'Parent View' website)
- Other key stakeholders and partners (if applicable)

Governance

- Review the School Evaluation Document (eg view sub-sections at termly meetings)
- Create a governing body work plan (including a committee monitoring schedule) at the beginning of the year to set actions and targets and review it at the end of the year
- Plan for training needs and requirements for the year

Behaviour and Safeguarding Issues

- Review termly Safeguarding reports and review safeguarding issues on a regular basis
- Receive an annual Safeguarding Audit Report
- Review health and safety / risk management issues on a regular basis
- Ensure health and safety and risk management inspections are carried out termly

Appendix 4 Finance, People & Premises Committee FUNCTION		RESPONSIBILITY
1.	BUDGET PREPARATION	
1.1	Prepare and agree the Annual Budget Plan for formal submission to the governing body	B/HT
1.2	Prepare reports for the information of the governing body outlining reasons for the principal changes to the Budget during the course of the year	B
2.	BUDGET MONITORING AND CONTROL	
2.1	Review progress against all budget headings at ordinary meetings once a month and take such action as appropriate	B
2.2	Provide the full governing body with information on all significant variations	B
2.3	Ensure that the full governing body is provided with appropriate information on all matters of financial significance that may affect the agreed budget	B
2.4	Ensure that all staff, who are involved in the incurring of expenditure and receipt of income and who are in any other way involved in the management of the School's finances, are fully conversant with Financial regulations (as set out in Academies Financial Handbook)	B
2.5	Implement the expenditure and income proposals agreed in the budget, subject to the restrictions of the Academies Financial Handbook)	B
3.	VIREMENTS	
3.1	Limitations applying to the exercise of virement and transfers from contingency are as follows:	
	Individual virement under £5,000	Suggested delegated authority - headteacher
	Individual virement above £5,000 and smaller amounts which total £5,000	Suggested delegated authority –FPPC then presented to full governors.
4.	CONTRACTS/PROCUREMENT	
4.1	Limitations applying to the agreement of contracts are as follows:	
	Contracts under £5, 000	Suggested level of authority - headteacher

	Contracts between £5,000 and £20,000 (minor quotations)	Suggested level of authority – FPPC
	Formal tenders [subject to EU procurement threshold]	FPPC
	Contracts above £5,000 must be reported to the governing body for their information	B
4.2	Prepare reports for the governing body on contracts let where the recommended tender was not the lowest if payment is to be made, or not the highest if payment is to be received	B
4.3	Ensure that details of all contracts exceeding £5000 are recorded in the minutes	B
5.	AUDIT REPORTS	
5.1	To prepare financial statements for filing with companies house and charity commission	B
5.2	To receive auditors' reports and to recommend to the full governing body action as appropriate in response to audit findings	B
5.3	To recommend the appointment or reappointment of the auditors of the academy.	B
5.4	To carry out an audit of the admissions process, ensuring compliance with admissions policy	B
6.	LETTINGS AND CHARGES	
6.1	Approve a Lettings Policy on the recommendation of the committee	B
6.2	Determine the scale of charges for lettings	B
6.3	Carry out an annual review of the scale of charges	B
7.	INSURANCES	
7.1	Carry out an annual review of all insurances	B
8.	GENERAL	
8.1	To investigate irregularities (other suspected)	B
8.2	To approve and set up an Expenses scheme	B
8.3	To monitor pupil numbers	B
8.4	To receive any health and safety reports and ensure health and safety issues are met	B
8.8	To receive reports on the condition of the buildings and school environment	B

Appendix 5

West Newcastle Academy

GB Code of Conduct 2021 -2022

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

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

Selflessness

We will act solely in terms of the public interest.

Integrity

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

Objectivity

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

Accountability

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

Openness

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

Honesty

We will be truthful.

Leadership

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

We will focus on our core governance functions:

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

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. *For those working within a multi academy trust: We will fulfil our role and responsibilities as set out in our [scheme of delegation](#).
3. We will develop, share and live the ethos and values of our school/s.
4. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
5. We will work collectively for the benefit of the school/s.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the school/s and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the board if we have the authority to do so.
11. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's / trust's reputation in our private communications (including on social media).
14. *We will not discriminate against anyone and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

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

Build and maintain relationships

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

4. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

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

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school/trust's website.
5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the school/trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

**New statement added in 2021*

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

Adopted by: West Newcastle Academy on 7 December 2021

Signed: **(Chair)**

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

Appendix 6

Governor Allowances and Expenses

WNA Policy on Governors Allowances and Expenses

Introduction

The Governing Body can choose whether or not to pay allowances to governors and associate members. It still means that only out of pocket expenses can be reimbursed: payments cannot include attendance allowance or loss of earnings. The cost of paying these allowances will be a charge on the school budget and where a Governing Body decides to make such payments, a suitable budget should be set aside.

Eligible expenses may include:

- childcare or babysitting expenses by a registered child minder;
- care arrangements for an elderly or dependent relative;
- support for governors with special needs (e.g. audio equipment);
- support for governors whose first language is not English (e.g. translations);
- telephone charges, photocopying, stationery etc; and
- travel and subsistence

Policy

The Governing Body should first decide whether, as a matter of policy, they wish to pay allowances. This decision should be made at a Governing Body meeting and minuted.

Where the Governing Body decides to pay expenses, they must define what will qualify for payment and this should be included in the policy. The policy must treat all categories of governors equally and should also cover non-governors who are members of committees. Any allowances for travel and subsistence cannot exceed the rates specified by the Secretary of State for the Environment, Transport and the Regions in respect of elected members of local authorities.

The policy given below is a model which the Governing Body should adapt if needed and adopt. It should be read in conjunction with the relevant related guidance.

Payment

Any claim for expenses must be processed correctly and records kept. Details about how claims should be dealt with are given in the policy. Governors' allowances will be subject to audit.

Review

This policy should be reviewed annually and in the light of any changes in legislation.

Claiming expenses process

Claim forms are available from the SBM.

The claimant should complete and sign the form and submit it to the SBM within 28 calendar days of the date the related expenses were incurred.

The SBM is responsible for:

- verifying entitlement to the claim (i.e. that the claim relates to approved duties and that the claimant did attend);
- affirming that the claim seems reasonable;
- certifying the claim and forwarding it to the Chair of Governors for authorisation where applicable; and
- maintaining a record of claims which helps the Governing Body to exercise budgetary control and meet any requirement to report information about expenditure on governors' expense.

The Governing Body will review the policy annually.

Appendix 7

Governing Body Decision Planner Policy **Think this should be looked at**

(To be agreed annually)

This planner shows to which level the governing body may legally delegate functions

KEY

Level 1: Individual Governor

Level 2: A committee of the governing body

Level 3: Headteacher

Level 4: Full governing Body

Column blank: Action could be undertaken by this level.

Column blocked off: Function cannot be legally carried out at this level.

Although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation

Key Function	No	Tasks	Decision Level			
			1	2	3	4
Budgets	1	To approve the first formal budget plan each financial year				
	2	To monitor monthly expenditure.				
	3	To establish a charging and remissions policy				
	4	Miscellaneous financial decisions				
	5	To enter into contracts (GB may wish to agree financial limits)				
	6	To make payments - SBM				
Staffing	7	Headteacher appointments (selection panel)				
	8	Deputy appointments (selection panel)				
	9	Appoint other teachers				
	10	Appoint non-teaching staff				
	11	Agree a pay policy				
	12	Pay discretions				
	13	Establishing disciplinary/capability procedures				
	14	Dismissal of Headteacher				
	15	Dismissal of other staff				
	16	Suspending headteacher				
	17	Suspending staff (except headteacher)				

	18	Ending suspension (headteacher)				
	19	Ending suspension (except headteacher)				
	20	Determining staff complement				
	21	In voluntary and foundation schools to agree whether or not the Exec Director of Children's Services/diocesan authority should have advisory rights				
	22	Determining dismissal payments/ early retirement				
	23	To establish and implement a curriculum policy				
	24	To monitor curriculum policy				
	25	Responsible for standards of teaching				
	26	Responsibility for individual child's education				
	27	Provision of sex education – to establish and keep up to date a written policy				
	28	To prohibit political indoctrination and ensuring the balanced treatment of political issues				
	29	To establish a charging and remissions policy for activities (non NC based)				
Performance Management	30	To formulate a performance management policy				
Target Setting	31	To set and publish targets for pupil achievement				
Discipline/ Exclusions	32	To establish a behaviour policy				
	33	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)				
	34	To direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair in cases of urgency)				
Admissions	35	To consult annually before setting an admissions policy				
	36	To establish an admissions policy				
	37	Admissions: application decisions				
Religious Education	38	Responsibility for ensuring provision of RE in line with school's basic curriculum (all schools)				

		NB this must fall into line with locally agreed syllabus				
Collective Worship	39	In all maintained schools to ensure that all pupils take part in a daily act of collective worship (after consulting GB)				
	40	To make application to the advisory councils, SACRE, concerning the requirements for collective worship (schools without a religious character) to dis-apply (after consulting GB)				
	41	Arrangements for collective worship (schools without religious character (after consulting GB)				
Premises & Insurance	42	Buildings insurance and personal liability				
	43	Developing school buildings strategy or master plan				
	44	Procuring and maintaining buildings, including developing properly funded maintenance plan				
Health & Safety	45	To institute a health and safety policy				
	46	To ensure that health and safety regulations are followed				
School Organisation	47	To publish proposals to change category of school				
	48	To set the times of school sessions and the dates of school terms and holidays				
	49	To ensure that the school meets for 380 sessions in a school year				
	50	To ensure that school lunch nutritional standards are met where provided by the governing body.				
GB Procedures	51	To draw up instrument of government and any amendments thereafter				
	52	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body				
	53	To appoint and dismiss the clerk to the governors				
	54	To hold a full governing body meeting at least three times in a school year or a meeting of the temporary governing body as often may require				
	55	To appoint and remove community or sponsor governors.				
	56	To set up a Register of Governors' Business Interests				
	57	To approve and set up a Governors Expenses Scheme				

	58	To discharge duties in respect of pupils with special needs by appointing a “responsible person” in community, voluntary and Foundation Schools				
	59	To consider whether or not to exercise delegation of functions to individuals or committees				
	60	To regulate the GB procedures (where not set out in law)				
Federations	61	To consider forming a federation or joining an existing federation				
Extended Schools	62	To decide to offer additional activities and to what form these should take				
	63	To put into place the additional services provided				
	64	To ensure delivery of services provided				
	65	To cease providing extended school provision				

^{1,4} Although these tasks are open to delegation under the Education (School Government) (Terms of Reference) (England) Regulations 2000, the expectation would be that these decisions would be undertaken by the full Governing Body.

Appendix 8 Governor Visits Policy

Policy Note: This policy will be reviewed annually at the first Governor Meeting of every academic year

Purpose

Governors do not have an automatic right to enter the school. However, they do need to have the opportunity to arrange visits to the school in order to see governors' policies in action and to understand how the school works.

In order to avoid misunderstandings the governing body has a policy on governor visits.

The purpose of this policy is to outline the purpose of governors' visits and to detail the process and protocols to be followed before, during and after any visit to the school.

Purpose of Visits

The main objectives are:

- To enable governors to learn more about the school and play a strategic role
- To contribute to the governing body's monitoring role
- To help fulfil the governing body's legal duty "to promote high standards of educational achievement" and act as a critical friend
- To help to understand the teaching and learning process
- To demonstrate to staff and pupils that governors take their responsibilities seriously
- To enable governors to make more informed contributions at governing body meetings
- To enhance the sense of identity with the school
- To help develop relationships with the staff and understand their roles in school
- To have knowledge of the teaching environment

The governing body should aim to allocate governors to visit each term and agree the focus for each visit with headteacher. The focus should be linked to the School Development Plan, examples could be:

- The impact of specific spending on teaching and learning, the impact of building improvements on Teaching and Learning or the Behaviour Policy in practice
- The impact of changes in practice as a result of specific curriculum area development.

Governors with specific roles will probably need to use that visit to fulfil this particular role i.e. Health and Safety, SEN, Performance Management

Frequency of Visits

Governors will be expected to visit the school at least once each year. The visits can be for a whole or half day. These dates should be notified to the chair of committees and the headteacher at the beginning of each term.

Arranging Visits

- The date and timing of a visit should be arranged in advance through the headteacher to ensure that staff are briefed appropriately
- The first Governor visit should be with a mentor to introduce the procedure and provide an opportunity for discussion and questions

Protocol during Visits

During any visit Governors will be expected to spend most of the time listening and observing. Their role is not to interfere with the organisation and teaching of the class or to challenge any practice they observe.

- Governors should not provide feedback directly to any teacher or make promises on behalf of the governing body. Visits should have a clear focus, linked to the ethos of the school, a policy, a curriculum area or an aspect of the School Development Plan.
- If a governor is going to spend time in a classroom, this should be discussed with the class teacher so that both are clear how long the governor is coming for, what they are going to look at and what they are going to do.
- Governors should understand that their visits do not replace professional inspections or the monitoring role of the headteacher. Governors should not make judgements about the effectiveness of the teaching that they see but can make a judgement about how this impacts on the ethos of the school.
- If governors are concerned about any aspects of what they have seen this should be passed to the headteacher.

Following a Visit

- If possible, the Governor should meet with the headteacher to discuss his or her observations on the day of the visit.
- After the visit, the governor should report back in writing to the governing body.
- A suggested format for this report is attached.
- Visit reports will be on agendas to be discussed at the meeting following the visit. Visit reports will be circulated to the full governing body.

GOVERNOR'S VISIT REPORT

NAME.....DATE.....CLASS.....

PURPOSE OF VISIT

RECORD OF VISIT

GOVERNOR'S COMMENTS

ISSUES ARISING FOR GOVERNING BODY

FURTHER QUESTIONS FOR GOVERNING BODY

Appendix 9

Commonly used Abbreviations/Acronyms (September 2021)

ACE	Adverse Childhood Experience
ADHD	Attention Deficit Hyperactivity Disorder (ADD Attention Deficit Disorder)
AP / SIP	Achievement Partner / School Improvement Partner
APP	Assessing Pupil Progress
APS	Average Point Score
ARC / ARP	Additionally Resourced Centre / Provision
ARE	Age Related Expectations
ASD	Autistic Spectrum Disorder
ASP	Analyse School Performance (replaces RAISE)
AWPU	Age-weighted Pupil Unit
BP	Bespoke Provision
BSA	Books/Stationery/Apparatus
BSF	Building Schools for the Future
CAF	Common Assessment Framework
CATs	Cognitive Ability Tests
CEIAG/ IAG	Careers Education, Information, Advice and Guidance
CEO	Chief Executive Officer
CEOP	Child Exploitation and Online Protection Centre
CES	Catholic Education Service
CFO	Chief Financial Officer
CiC	Children in Care (or LAC)
COO	Chief Operating Officer
CPD	Continuing Professional Development
CPOMS	Child Protection Online Monitoring System
CYPS	Children and Young People Service
DBS	Disclosure and Barring Service (previously CRB)
DES	Disability Equality Scheme
DFC	Devolved Formula Capital
DfE	Department for Education
DDA	Disability Discrimination Act
DSG	Dedicated Schools Grant
DSL	Designated Safeguarding Lead
DT	Design Technology
EAL	English as an Additional Language
ECT	Early Career Teacher (replaces NQT)
EEAST	Early Education Additional Support Team
EEF	Education Endowment Foundation
EGPS	English Grammar, Punctuation and Spelling (see SPAG)
EHCP	Education, Health and Care Plan
EHP	Early Help Plan
ESFA	Education and Skills Funding Agency
EYFS	Early Years Foundation Stage
EYPP	Early Years Pupil Premium
FAP	Fair Access Panel / Protocol
FGM	Female Genital Mutilation

FFT	Fischer Family Trust (education charity)
FSM	Free School Meals
GAG	General Annual Grant (academies)
GCSE	General Certificate in Secondary Education
GDS	Greater Depth Standard
GLD	Good Level of Development
GPS	Grammar, Punctuation and Spelling (see SPAG)
HSE	Health and Safety Executive
HLTA	Higher Level Teaching Assistant 21
HMI	Her Majesty's Inspector
ICT	Information and Communication Technology
IDACI	Income Deprivation Affecting Children Index
IDSR	Inspection Data Summary Report
IEB	Interim Executive Board
IEP	Individual Education Plan / Programme
IGCSE	International GCSE
IHP	Individual Healthcare Plans
IIE	Investment in Excellence
INSET	In-Service Education and Training
L & M	Leadership and Management
LA	Local Authority
LAC	Looked After Children (or CiC)
LADO	Local Authority Designated Officer (Safeguarding)
LAG	Local Advisory Group (in a MAT)
LGB	Local Governing Body (in a MAT)
MAT	Multi Academy Trust
MFG	Minimum Funding Guarantee
MFL	Modern Foreign Languages
MSG	Monitoring Support Group
MUGA	Multi-use Games Area
NEET	Not in Education, Employment or Training
NELI	Nuffield Early Language Intervention
NEU	National Education Union (replaces ATL and NUT)
NFF	National Funding Formula
NGA	National Governance Association
NLE	National Leader of Education
NLG	National Leader of Governance
NPQH	National Professional Qualification for Headship
NPQML	National Professional Qualification for Middle Leaders
NQT	Newly Qualified Teacher (now ECT)
OFSTED	Office for Standards in Education
OPAL	Outdoor Play and Learning
OSC	Out of School Clubs (or ASC – After School Clubs)
PAN	Published Admissions Number
PFI	Private Finance Initiative
PGCE	Post Graduate Certificate in Education
PLASC	Pupil Level Annual School Census
PM	Performance Management
PP	Pupil Premium

PPA	Planning, Preparation and Assessment
PPE	Personal Protective Equipment
PRU	Pupil Referral Unit
PSA	Parent Support Adviser
PSHCE/PSHE	Personal, Social, Health (and Citizenship) Education
PTA / PTFA	Parent Teacher (Friends) Association
PTR	Pupil /Teacher Ratio
QCDA	Qualifications and Curriculum Development Agency
R & R	Recruitment and Retention
RA	Risk Assessment
RI	Requires Improvement (Ofsted grading)
RSC	Regional Schools Commissioner
SACRE	Standing Advisory Council on Religious Education
SALT	Speech and Language Therapist
SATs	Standard Assessment Tests
SBM	School Business Manager
SCITT	School-centred Initial Teacher Training
SCR	Single Central Record
SEAL	Social and Emotional Aspects to Learning
SEF	Self-Evaluation Form
SEMH	Social, Emotional and Mental Health
SEND / SENCO	Special Educational Needs and Disabilities / Special Educational Needs Co-ordinator
SENTASS	Special Educational Needs Teaching and Support Service
SFVS	Schools Financial Value Standard
SIMS	School Information and Management System
SIP / SDP / SP	School Improvement Plan / School Development Plan / School Plan
SLA	Service Level Agreement
SLE	Specialist Leader of Education
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural
SMT	Senior Management Team
SoD	Scheme of Delegation
SPAG	Spelling, Punctuation and Grammar (see GPS)
SSAT	The Schools, Student and Teacher Network
STEM	Science, Technology, Engineering and Maths
STPCD	School Teachers Pay and Conditions Document
TA	Teaching Assistant
TAG	Teacher Assessed Grade
TaMHS	Targeted Mental Health in Schools
T & L	Teaching and Learning
TLR	Teaching and Learning Responsibility
UIFSM	Universal Infant Free School Meals
UPS	Upper Pay Scale
UTC	University Technical College
VA	Voluntary Aided
VA	Value Added
VC	Voluntary Controlled

Appendix 10

Online participation for Governors - Guidance

Introduction

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

Social media, such as Facebook and Twitter, may present incredible opportunities for school governors to communicate and collaborate more effectively – however there are risks and governors must be aware of the implications of participating online in their official capacity.

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

The opportunities

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

Communicating between governors:

Using trusted online spaces, governors can have discussion online and share information with one another between face to face meetings, increasing efficiency. There is also the opportunity for governors to communicate with other governors in their local authority and nationally.

Listening to what people are saying: like it or not, people will be talking about your school online.

Engaging with parents and students: greater involvement from school stakeholders such as parents and students can be achieved by talking to them online, especially when using spaces they already visit regularly, such as Facebook

Promoting the work of the governors: by using digital channels to talk about the work governors are doing, more people will get to hear about and understand it

Encouraging new people to become governors: the visibility provided by participating online means that more people will be aware of the role and inspire them to get involved themselves

The Risks

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

A governor writes something inappropriate: the ease of sharing thoughts and opinions online means it is easy to write something that could bring the school into disrepute.

Confidential information is released to the public: again, the fact that it is so easy to put information on the web means data security policy can be easily breached.

An online discussion between some but not all members of a governing body undermines collective knowledge and responsibility: there is a danger of a two-tier governing body resulting from online discussions that exclude those governors not online.

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

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

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

The different sites

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

Facebook

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

Twitter

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

Blogging

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

LinkedIn

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

YouTube

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

Things to do

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

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

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

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

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

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