

Governing Boards:

- **Principles**
- **Standing Orders**
- **Code of Conduct**
- **Work Delegation Planner**
- **Policy Review Cycle**

INTRODUCTION

The role of the school governor has become increasingly demanding over recent years and more is expected from one of the UK's largest volunteer workforces. However, governors adapt and bear the weight for the benefit of the children at their schools. This document represents a humble offer of support to governing boards. These are not statutorily or local authority policies, they are models which governing boards can use to help to order their work and maintain high standards.

As governors of a school, you need to know how your school is structured, what is in the curriculum, how policies are decided and implemented and who is responsible for what. It is a very demanding and responsible role, but it is important to remember that no individual governor is expected to know everything about a school; you all work as members of a team as a corporate entity. The ability of a governing board to work as an effective team for the good of their school and pupils depends, essentially, on trust and an understanding of a common purpose. Current legislation gives governing boards flexibility to decide upon their own procedures for conducting their business unless there is a specific legislative requirement to operate in a particular way.

Whilst many governing boards prefer to conduct business in a relatively informal manner, there is benefit to be gained from having a framework in place to formalise the business of the governing board. Governing boards should, therefore, consider adopting a Code of Conduct, which ensures that all members of the team are aware of what is expected of them. It also acts as a valuable guide for prospective new governors. This document is intended to provide advice and guidance for governing boards in preparing their Code of Conduct.

Finally, governors have an increasingly vast array of responsibilities and in order to assist with their efficient and effective undertaking, this updated document contains a model work delegation planner and policy review cycle. Unlike the Code of Conduct, however, these cannot be adopted without first filling in the details and decisions made by the governing board. Each governing board should take time (perhaps in a specifically scheduled extraordinary meeting) to work through these two documents. The delegation planner will help governing boards to constitute their committees lawfully and efficiently to comprise as exhaustive a list of duties. The policy review cycle document should be carefully populated, reviewed and updated regularly. It is suggested that this responsibility be delegated to a committee or an individual in order that they can instruct the timely review of policies in time for approval and adoption at an appropriate meeting.

PRINCIPLES

A good place to start when considering your Code of Conduct is what principles you would like to adopt. Governors hold a public office and so must be expected to abide by the principles laid down for all who work in public life. These are the *'Principles of Public Life (from the second report of the committee on standards in public life or the 'Nolan Committee' (1996):*

- **Selflessness** – holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other materials 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 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, holder 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.

These principles should underpin the work and operation of the governing board and is included in this model Code of Conduct.

The model Code of Conduct is now also strengthened by the Framework for Ethical Leadership in Education (see Appendix 2) which builds on the Nolan principles and outlines the principles which support ethical decision-making and challenge unethical behaviour in schools.

STANDING ORDERS

These Standing Orders are procedures and conventions accepted as good practice and adopted by governing boards. Your governing board is likely to already operate using a number of the examples listed here and it is recommended that governing boards should use these as a basis for discussion to take into account their own individual circumstances and adapt standing orders as appropriate for inclusion in your Code of Conduct. The points shown in ***bold italics*** are statutory requirements and cannot be adapted.

1. Meetings of the Governing Board

Governing boards are legally required to meet at least three times per school year.

2. Committee Meetings

Committees are convened to discuss in detail important aspects of the life of the school such as finance, curriculum, human resources and safeguarding. They meet on a regular basis, as decided by the governing board, and at times when tasks have to be carried out such as for the appointment of new staff. Committees are the ‘engine room’ of the work of governing boards and they feed back the outcomes of their meetings to full governing board meetings so that time in these is not expended in discussing minute detail. Some committees are afforded ‘delegated powers’ which means that they can make decisions independently of the full governing board (e.g. deciding whom they wish to appoint to a job or whether to authorise expenditure on particular items). It is very important that all governors are given the opportunity to serve on at least one committee as it is through these that those important elements of the school’s work become better understood. Committees ***must*** be formally constituted with terms of reference agreed by the full governing board on an annual basis, usually in the autumn term. The terms of reference will list a committee’s delegated functions and authority in detail in order that governors are clear on their aims and remit. By not writing the terms of reference with an appropriate degree of precision, governors risk invalidating valuable decisions.

3. Chair and Vice-Chair – Term of Office

The Chair and Vice-Chair shall have terms of office as defined by the governing board. It is recommended that no governor should serve as Chair or Vice-Chair for a period longer than six years unless there are no alternative candidates. Governors will give due regard to succession planning for the Chairship of the governing board when agreeing terms of office and electing the Chair and Vice-Chair.

4. Election of Chair and Vice-Chair

The Clerk shall take the chair for the item dealing with the election of the Chair and, in the event of a

failure to elect a Chair, for the item dealing with the election of the Vice-Chair. In the event of the governing board failing to elect either a Chair or Vice-Chair, the governing board shall elect a Chair for the meeting. In the event of the governing board failing to elect a Chair for the meeting then the meeting shall stand adjourned and the Clerk, acting in consultation with the immediate past Chair and the Headteacher, shall convene a further meeting within 28 days of the adjournment. A governor who is employed by the school would not be eligible to stand for election as Chair or Vice Chair for their school.

5. Election of Chair and Vice-Chair – Procedure

The following procedure shall apply to the election of the Chair and Vice-Chair:

- All governors should be given equal chance to stand, with the exception of staff employed directly by the school (who cannot stand for election).
- Prior to the election taking place, the governing board shall decide whether to elect by show of hands or secret ballot.
- The Clerk shall invite nominations ahead of the meeting and as part of the election process during the meeting. A governor may nominate him/herself.
- If only one candidate is nominated, that candidate must withdraw from the meeting whilst the remaining governors vote by a show of hands/secret ballot on whether to accept or reject the nominated candidate. In the event of a tie, the Clerk *does not* have a casting vote and a “no decision” shall be recorded in the minutes.
- The Clerk shall then invite further nominations from the meeting. If a further candidate is nominated but the result is the same, or the candidate is rejected, the Clerk shall move on to the election of the Vice-Chair. The election of the Chair shall then be placed as an item on the agenda for the next meeting of the governing board.
- If two candidates are nominated, both nominated candidates shall withdraw from the meeting whilst a show of hands/secret ballot takes place. The Chair shall be elected by a simple majority of the votes cast. In the event of each candidate polling the same number of votes then the successful candidate shall be decided by the toss of a coin.
- If three or more candidates are nominated and none of the candidates achieves a simple majority of the votes cast (e.g. 5.3.3) then there shall be a second secret ballot to try to achieve a candidate with a simple majority (e.g. 6.3.2) or, failing that, the candidate with the fewest votes shall be eliminated.
- The unsuccessful candidate may then return to the meeting and a further secret ballot takes place between the two remaining candidates.
- Following his/her election the Chair shall take over the meeting either immediately or at a date agreed by the governing board. The current Chair will conduct the election of the Vice-Chair using the same procedure.
- If the governing board fails to elect a Chair or a Vice Chair it shall elect a Chair for the meeting.
- If the governing board fails to elect a Chair for the meeting, then the meeting shall stand adjourned and shall be re-convened within a maximum of 28 days.
- A Chair or Vice-Chair may be removed from office by resolution of the governing board unless they were appointed by the Secretary of State. This matter must be specified as an item of business on the agenda for the meeting. Before the resolution can be passed, the governor proposing the removal must first state their reasons for doing so and the Chair or Vice-Chair must be given the opportunity to make a response before retiring for the vote.

6. Urgent Action by the Chair/Vice-Chair of the Governing Board

Where it is not reasonably practical to hold a meeting of the governing board (or of the relevant committee that has the delegated authority to deal with any matter) or where the relevant seven days’ notice of the meeting cannot be given and there will be a delay that would be seriously harmful to the school or to any pupil or member of staff if the matter is not dealt with then the Chair (or in their absence of the Vice-Chair) shall have authority to take such action as is deemed appropriate in the circumstances to deal with the matter. Such action must be reported to the

next available meeting of the governing board or committee.

7. Notice of Meetings and Agenda

Every member of the governing board shall receive the following ***at least seven clear days in advance of a meeting:***

- *Written notice of the meeting.*
- *A copy of the agenda for the meeting.*
- *A copy of any reports or papers to be considered at the meeting.*

This standing order shall not apply where the Chair of the governing board so determines on the grounds that there are matters demanding urgent consideration. In that case, the written notice of the meeting shall state that fact and the agenda, reports and other papers to be considered at the meeting are received within such a shorter period as the Chair shall direct.

In the case of an emergency, where practical, governors may call an emergency governing board meeting without the prior circulation of an agenda. In any case, if the governing board consents, an extra meeting of the governing board may be held with an agenda circulated less than seven clear days before the meeting. However, this should not be a regular occurrence.

8. Agenda Items

With the agreement of the Chair of the Governing Board or of the relevant committee, any member of the governing board shall be entitled to include on the agenda for any governing board or committee meeting, item(s) on any particular issue provided that written notice thereof is given, as appropriate, to the Chair of the Governing Board, or of the relevant committee and to the Clerk at least 21 days prior to the meeting to ensure the agenda can be circulated to governors at least 14 days prior to the meeting taking place as per the Governors Support Service, Service Level Agreement..

9. Quorum

- *The quorum for a meeting of the governing board and for any vote on any matter at such a meeting is one half (rounded up to a whole number) of the membership of the governing board (including the Headteacher) or such other number as may be determined from time to time by regulations issued by the Department for Education.*
- *The quorum for any meeting of a committee must be determined by that committee, but in any event must be not less than three governors who are members of the committee.*
- *Any vacancies of the governing board shall not contribute towards the quorum of a meeting.*
- *Associate members shall not be included in the calculation for quorum purposes.*

10. Voting

- Every proposition shall be seconded prior to the vote being taken.
- Every proposition shall be determined by a show of hands, secret ballot or at the discretion of the Chair of the meeting, by general consensus.
- Only those governors at the meeting and present in the meeting at the time of the proposition being put by the Chair shall be entitled to vote.
- In the event of a tied vote, the Chair shall have a second, or casting, vote.
- After a proposition is put from the Chair, but before the vote is taken, any two governors by show of hands may require that the voting be recorded in the minutes of the meeting to show

whether each governor present gave his/her vote for or against the proposition or abstained from voting.

- After a proposition is put from the Chair, but before the vote is taken, any two governors by show of hands may require that the voting shall be by secret ballot.
- In the event of requisitions for both a secret ballot and a recorded vote then the requisition for the secret ballot shall take precedence and no action shall be taken on the requisition for a recorded vote.
- Governors will not reveal the details of any governing board vote.

11. Confidential Minutes

Prior to the consideration or discussion of any matter on any agenda for a meeting of the governing board or of any committee, consideration shall be given as to whether the matter includes confidential information, and the governing board or committee shall determine whether the public or any other person, not being a member of the governing board, should be excluded from the meeting during the consideration of the matter. Consideration should be taken as to whether members of staff or any governors who have declared an interest in an agenda item should also be removed from the discussion. Normally any items have been pre-identified as confidential and included under Part B of the agenda.

In the event that any matter is deemed to be confidential, the minutes of the discussion and decision ***shall be excluded*** from the minutes of the meeting to be made available for public inspection (Part B Minutes). This standing order is additional to the requirement for governors to withdraw from a meeting and take no part in the consideration or voting on any item in which they have a declarable interest as required by standing order 17.

12. Minutes of Meetings

The draft minutes of all governing board and committee meetings shall be received by the Chair of the meeting and the Headteacher within 21 term-time days of the meeting having taken place. Thereafter the approved draft governing board minutes shall be circulated to all members of the governing board with the agenda for the next meeting of the governing board/committee. The minutes of committee meetings shall be circulated with the agenda for the next succeeding governing board meeting.

All non-confidential minutes shall be made available for public inspection only after they have been submitted to the next succeeding meeting of the governing board or committee and approval has been given.

13. Record of Attendance

The Clerk will ensure that meeting attendance at governing board and committee meetings will be recorded. This information will also be provided to the school in order to update the website and GIAS accordingly.

14. Apologies for non-attendance at meetings of the Governing Board

All apologies together with the reason(s) for non-attendance at a meeting of the governing board shall be submitted to the Clerk or to the Chair no later than the commencement of the meeting. ***The governing board shall then determine whether such absence(s) should be treated as a 'consented' or 'non-consented' absence(s) and recorded as such in the minutes of the meeting.*** The failure to submit an apology shall be deemed to be a 'non-consented' absence and recorded as such in the minutes of the meeting.

15. Disqualification for Non-Attendance

Any governor, with the exception of the Headteacher, who, without the consent of the governing board, has failed to attend their meetings for a continuous period of six months beginning with the date of the first such meeting the governor fails to attend, is, on the expiry of that period, disqualified from continuing to hold office as a governor of that school.

Foundation (but not ex-officio foundation) governors, co-opted governors, partnership governors or sponsor governors so disqualified shall not be eligible for nomination, election or re-appointment as a governor of any category for a period of 12 months immediately following his/her disqualification.

Parent or staff governors are eligible for nomination and election (or appointment in the case of parent governors) immediately following their disqualification.

16. Records of the Governing Board

The Clerk to the governing board shall be responsible for maintaining and keeping up to date the records of the governing board which for the purpose of this standing order shall comprise the following:

- The minutes of the meetings of the governing board and its committees.
- Actions recorded at meetings.
- Document actions agreed by the governing board.
- Membership of the governing board.
- The record of attendance/non-attendance.
- Collate pecuniary and non-pecuniary interests.
- Copies of acceptance forms and self-declaration forms to confirm that governors are not disqualified for any of the criteria listed.
- Any such other records as may be determined from time to time by formal resolution of the governing board.

17. Register of Business Interests and Declarations of Interest – needs updated

Every governor shall complete the register of business interests within three weeks of their election/appointment as a governor. Entries in the register shall be updated as and when necessary and, in any event, annually. In the event of any governor having no registrable business interests then a NIL return shall be recorded for that governor.

If any member of the governing board has any interest, whether pecuniary or non-pecuniary, in any items on the agenda for any meeting at which they are present, they shall declare such interest when prompted as part of the agenda and prior to the consideration of that item and shall immediately leave the room and take no part in the consideration of or voting on that item.

18. Conduct

All members of the governing board shall abide by the Nolan Principles on Public Life (1996) and the Framework for Ethical Leadership in Education.

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

1. **SELFLESSNESS** | School and college leaders should act solely in the interest of children and young people.
2. **INTEGRITY** | School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. **OBJECTIVITY** | School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **ACCOUNTABILITY** | School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **OPENNESS** | School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **HONESTY** | School and college leaders should be truthful.
7. **LEADERSHIP** | School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

- a. **TRUST** | *leaders are trustworthy and reliable*
We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- b. **WISDOM** | *leaders use experience, knowledge and insight*
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- c. **KINDNESS** | *leaders demonstrate respect, generosity of spirit, understanding and good temper*
We give difficult messages humanely where conflict is unavoidable.
- d. **JUSTICE** | *leaders are fair and work for the good of all children*
We seek to enable all young people to lead useful, happy and fulfilling lives.
- e. **SERVICE** | *leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
- f. **COURAGE** | *leaders work courageously in the best interests of children and young people*
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
- g. **OPTIMISM** | *leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.



FRAMEWORK FOR
ETHICAL LEADERSHIP
IN EDUCATION

19. Variation and Revocation of Standing Orders

Any motion to add to, vary or revoke these standing orders, unless appearing in full on the agenda for the meeting, shall, when proposed and seconded, stand adjourned without discussion to the next ordinary meeting of the governing board. Any decision to add to, vary or revoke standing orders shall take effect when specified in the resolution or immediately in default of a time and date being specified.

20. Interpretation of Standing Orders

The ruling of the Chair as to the construction or application of any of these standing orders, or as to any proceedings of the governing board, shall be final and shall not be challenged at any meeting of the governing board or committee.

21. Associate Members

Any reference in these standing orders to a governor shall, where the context so admits, include associate members. Standing Orders cannot replace regulations or statutory guidance but are additional and supplementary to them.

22. Governor Expenses

Should the governing board decide that it would be appropriate to repay governors for expenses incurred as a result of carrying out their duties, a policy must first be approved and adopted. The policy must list the expenses the governing board is prepared to pay and must specify the amounts to be paid.

CODE OF CONDUCT

Once you have considered your Principles and Standing Orders, you will need to draw these together in your Code of Conduct. The following is a suggested template for your Code of Conduct. It should be noted that the term ‘school’ used here includes any other educational establishments such as academies, children’s centres and alternative provisions. Similarly, the term ‘school’ used here includes local governing boards/boards and trustees. Governing boards are free to adopt it as it stands or tailor it to meet their needs. It is recommended that all members of your governing board are given the opportunity to consider what they would like included in the Code of Conduct. **(this paragraph to be removed once adopted and customized).**

Code of Conduct for the Governing Board of Brandesburton Primary School

1 Rationale

- 1.1 Principles contained in this Code of Conduct are based on the Nolan Report and the Principles of Standard in Public Life (1996). These are contained in Appendix 1.
- 1.2 The purpose of this Code of Conduct is to help promote best practice in the governance of Brandesburton Primary School. The governing board aims to make a significant contribution to our school’s performance, working as a team and involving ourselves in the life of the school. It recognises that effective governance is the result of strong professional relationships that are based on a mutual understanding of roles and responsibilities. The Code of Conduct also sets high expectations for everyone involved in governance and requires all board members to take individual responsibility for developing their knowledge and skills on an ongoing basis.
- 1.3 All members of the Governing Board are expected to conduct themselves in a manner that is acceptable. This Code of Conduct seeks to express those expectations.
- 1.4 This Code of Conduct will be reviewed on an annual basis at the autumn term meeting of the full governing board.

2 Aims and Standards

- 2.1 The governing board will help our school provide the best possible education for each of its pupils and enable them to reach the highest standards of progress and attainment. In doing so, we accept accountability to those who fund the school, to those who inspect the school and to parents and carers, their children, and the wider community for the way in which our school carries out its functions.
- 2.3 All members of the governing board are expected to contribute to the development of our school. They will do this by helping to establish and maintain the strategic framework within which our school operates and determining the character, aims, ethos and values and policies of our school.
- 2.4 Governors are expected to act as ‘critical friends’ to our school at all times. This includes monitoring and evaluating the work of the school, offering support, providing constructive advice, acting as a sounding board for ideas, offering a second opinion on proposals and offering help where needed. This will also include asking challenging questions of the Headteacher and senior leaders. Governors will politely question facts presented so that they are satisfied with their accuracy.
- 2.5 In order to ensure that all governors are equipped with a basic standard of governance knowledge, each governor is expected to attend a governor induction course within two terms of their appointment/election.

- 2.6 The governing board will act at all times in accordance with the requirements laid down by Acts of Parliament and associated Regulations.

3 Roles and Responsibilities – Individual Governors

- 3.1 Governors will acknowledge that the office of governor involves a commitment of time and energy beyond attendance at termly meetings. Governors are expected to be actively involved in the work of the governing board, attending meetings regularly and accepting a fair share of responsibility, including serving on committees, working in groups, visiting the school and undertaking relevant training.
- 3.2 Governors are elected or appointed to the governing board by different groups and methods. These include parents, teachers, the governing board, sponsors, staff or church diocese etc. Although chosen by different groups, each of our governors has a responsibility to make his/her own mind up about issues that are considered by the governing board and not necessarily in accordance with the views of the board through which they were elected. Once decisions are made by the governing board (or under the delegated authority of the governing board for example by a committee), individual governors are bound by them and are expected to support and abide by them. Governors will not expose the details of a vote taken in a governing board meeting and should remain conscious of governors' corporate responsibility when discussing governance issues.
- 3.4 Our governing board respects the right of individual governors to be able to express their ideas openly in meetings and have them heard. Governors will accept that others may not share their views and may strongly disagree with them. However, governors will show respect for each other and be courteous when there are differences of opinion. Individual governors will accept that all governing board decisions are made collectively and will accept majority decisions made. Disagreement in the privacy of a governing board meeting will not be considered as grounds for the removal or suspension of a governor.
- 3.5 Governors will accept the necessity of addressing individual and collective needs for training and development and will corporately monitor and evaluate the effectiveness of the governing board on a regular basis.
- 3.6 Governors have a responsibility to maintain and develop the ethos and reputation of our school. Their actions and behaviours within the school and the wider community should reflect this. It is expected that all governors will demonstrate allegiance to the school and not proffer individual views or opinions to any third party that may be construed as views of the governing board.
- 3.7 In responding to criticism or complaints about any aspect of the school, governors will refer the complainant to the school's Complaints Policy and Procedure for the correct procedure to be followed. No individual governor will be expected to respond to criticism or complaint. Governors will ensure that they do not become prematurely embroiled in complaints in order that they will remain eligible to serve on an associated complaints panel, if required. The same will apply to pupil/student/staff disciplinary issues; each having their own relevant procedure.
- 3.8 Should one governor wish to register concern about the conduct of another, the issue will first be discussed with the governor directly. Where this is not practical or reasonable, the governor will address the issue with the Chair. Our governing board encourages informal mediation before progression to paragraph 10 and we agree that politely addressed disagreements on matters of governance do not constitute a concern.

4 Roles and Responsibilities – The Governing Board

- 4.1 All governors abiding by the Code of Conduct should do so with a good understanding of the core functions of governing boards, which are to:
- 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 effective and efficient performance management of staff; and
 - Overseeing the financial performance of the organisation and making sure its money is well spent.
- 4.2 All governors will understand that the Headteacher is responsible for the day-to-day management and operation of the school, the implementation of policy and delivery of the curriculum. The governing board will have responsibility for determining, monitoring and keeping under review, the policies, plans and procedures within which the school operates.
- 4.3 Our governing board is a corporate entity and acts as a group. No one category of governor or individual governor has any right to act individually, except when the governing board has given delegated authority to do so (or when the Chair must take urgent action).
- 4.4 The strength of our governing board lies in the talents and commitment of its members and in their ability to work together as a team for the good of the school and pupils. Every governor will have an equal right to participate and to state his or her own views.
- 4.5 Our governors will support the Headteacher with their responsibilities for the day-to-day internal organisation, management, and control of the school and for advising on and implementing the governing board's strategic framework. Governors will not seek to perform any duties delegated to the Headteacher (such as the appraisal of staff) but, instead, perform their strategic duty to develop and adopt appropriate policies and frameworks under which the Headteacher will operate.
- 4.6 Our governors will have a responsibility to act fairly and without prejudice at all times.
- 4.7 Our governing board will always carefully consider how the outcomes of decisions made might affect other schools.
- 4.8 As governors, we are responsible for the selection and recruitment of all staff employed at our school (though much may be delegated to the Headteacher). As such, the governing board will fulfil all that is expected of a good employer. Concerns about individual members of staff will be dealt with through the Headteacher in accordance with school policy and where necessary referral made to the relevant committee which deals with Human Resources issues. Concerns shared with any governor will not be aired publicly.
- 4.9 Our governors have a duty to get to know the school and are encouraged to involve themselves in school activities. All governors will be delegated a responsibility (*e.g.* for disadvantaged pupils, health and safety, Safeguarding or educational visits) and will be expected to visit the school in relation to these at least once per term. Visits to school will be undertaken within the framework established by the governing board and agreed with the Headteacher. Governor visits can be carried out either face to face or virtually. (See paragraph 7 below).
- 4.10 Our governors will seek to develop effective working relationships with the Headteacher and leadership team, staff, parents, the local authority and other relevant agencies based in the wider community and, where appropriate, Diocesan Authorities.
- 4.11 Our governing board will be inclusive in its approach to school governance. All groups within

the school community will be made welcome and encouraged to contribute to the work of the governing board. Needs of governors who require extra support to fulfill their role will be addressed, including physical accessibility to meeting rooms, timing of meetings to take into account governors' working hours or caring responsibilities and access to IT.

- 4.12 Governors will, wherever possible, seek to establish secure lines of communication in order to protect the sensitive data which is necessarily shared with them. In practice, this will mean ensuring that governors have school email addresses or that the security credentials of governors' email servers can be verified. We consider that family email addresses or addresses to which more than one person has access are inappropriate and do not constitute responsible stewardship of our school's data. Our preference is that governors make use of school email addresses, managed through mail servers which we know to be secure.

5 Confidentiality

- 5.1 All discussions that take place in Part A of the full governing board and committee meetings will be minuted and made available to parents and any other interested party upon request once they have been approved by the full governing board and signed by the Chair. Until the minutes have been agreed and signed as an accurate record, they remain confidential. The governing board will decide if an item for discussion is confidential and all governors are expected to abide by the decision.
- 5.2 All items of a confidential nature will be considered under Part B of each full governing board and committee agenda. Individual governors are expected to respect this confidentiality and not disclose information deemed as confidential in any other forum. All discussions in reaching a decision will remain confidential to those present at the meeting and the minutes of these discussions will not be made available to the general public.
- 5.3 Reports made to the governing board and its committees are public documents after the meeting has considered them and will be available at the school to anyone wishing to view them unless the governing board decides that they should remain confidential.
- 5.4 Equally, the governing board will not be obstructive to interested parties, only withholding information as confidential when appropriate and will ensure that the school makes non-confidential minutes and documents available to interested parties in a timely fashion.
- 5.5 Only those governors specifically authorised to do so will speak or act on behalf of the governing board.
- 5.6 Governors will exercise the highest degree of prudence should discussions of potentially contentious issues arise outside the governing board. Individual governors will not express a personal view of any contentious issue and will refer comments made to them by external parties back to the governing board.
- 5.7 Governors will ensure all confidential papers are held and disposed of appropriately.
- 5.8 Governors will maintain confidentiality even after leaving office.
- 5.9 In the event of a breach of confidentiality, the chair of governors will be informed as soon as possible who will investigate the matter further.
- 5.10 Governors understand that if they breach confidentiality, they may be suspended.

6 Data Protection

- 6.1 Governors will follow the school's information security processes; measures and data protection policy when using, storing, sharing and disposing of personal data.
- 6.2 Governors commitment to data protection does not overrule our duty to report child protection concerns to the appropriate channel where we believe a child is at risk of harm.

7 Visiting the School

- 7.1 All governors will recognise that they do not have an automatic right to enter the school unannounced but will have the opportunity to arrange visits in order to see school policies in action and to understand how the school works.
- 7.2 The protocol for visits by governors to school is as follows:
- The approximate number of governor visits per term will be agreed in advance with the Headteacher. Visits will have a clear focus, linked to school policy, a curriculum area or an aspect of the school improvement plan.
 - The date and timing of each visit will be arranged in advance with the Headteacher and relevant staff involved.
 - If a governor is going to spend time in a classroom, this will be discussed with the class teacher so that both are clear on the boundaries and outcomes of the visit.
 - Governors will understand that their visits do not replace professional inspections or the monitoring role of the Headteacher. Governors will not make judgements about the effectiveness of the teaching that they see. If a governor is concerned about any aspect of what they have seen, this will be passed to and discussed with the Headteacher.
 - After each visit or series of connected visits, the governor will report back in writing to the governing board. Written reports will be via a proforma agreed and approved by the Headteacher and the governing board. Written reports provide a valuable evidence base which helps the governing board in undertaking our monitoring responsibilities. The written report produced will be shared with the Headteacher before it is considered at a governing board meeting.

8 Governing Board Meetings

- 8.1 All our governors will recognise that, individually, they do not have any authority in our school and that it is the collective decisions of the governing board that carry authority. If that authority is to be respected and our governing board is to carry out its functions well, the way it conducts its meetings is crucial.
- 8.2 With regard to scheduled meetings, as a governor you can expect:
- An agenda and relevant documents to reach you at least seven days before a meeting is due to take place.
 - An agenda that makes clear the purpose of each item.
 - A Chair who will keep to the agenda, pace meetings so that time is given to each matter in proportion to its importance, draw upon all members for contributions and keep discussions to the point.
 - Your contribution in meetings to be heard.

- To receive minutes of meetings that summarise views succinctly and record decisions and actions accurately.

8.3 It is expected that as a governor you will:

- Attend meetings regularly and be punctual.
- Read the agenda, minutes and other papers before the meeting.
- Ensure you have access to the agenda and any other relevant papers at the meeting..
- Make relevant and positive contributions.
- Be prepared to ask challenging questions which clarify and enable your own understanding and hold senior leaders to account.
- Listen to and consider what other people have to say.
- Support new and inexperienced governors to enable their participation and understanding.
- Accept your share of collective responsibility, even for decisions made with which you do not personally agree.
- Be open to new ideas.
- Ensure that you do not allow any personal opinions or grievances or cloud your views.

9 **Committee Meetings**

9.1 The expectations of governors described in paragraph 8.3 also apply to committee meetings. It must be remembered that committees may be responsible for either presenting decisions made to the full governing board or recommending actions to be taken. It is very important to remember that as a committee member you will also need to:

- Develop a good understanding of the committee's field of interest (e.g. finance, curriculum etc).
- Willingly volunteer to undertake any tasks required by the committee (e.g. researching policy models, seeking views of those who may be involved in carrying out policies made by the committee).
- Be prepared to explain at full governing board meetings how the committee's decisions were reached.

10 **Implementation of this Code of Conduct**

- 10.1 Governors will understand that any allegation of a material breach of this Code of Conduct by any governor shall be raised at a meeting of the governing board and, if agreed and substantiated by a majority of governors, shall be minuted.
- 10.2 Governors will understand that any governor whose conduct is minuted twice in a period twelve months shall be suspended for a period of six months from the date of the second minute.
- 10.3 Governors will be aware of the provisions of regulation 17(1) of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, which pertain to qualification and disqualification for the role of school governor and grounds for suspension (held as a separate document).
- 10.4 Where governors find cause to consider the suspension or removal of a governor outside of the provisions in 10.1 and 10.2, they will treat the issue sensitively and with strict confidence.
- 10.5 Should a governor breach the Code of Conduct in a serious way but not in such a way that they are not automatically disqualified from governance, the governing board will convene a meeting with a specific agenda item relating to the suspension or removal of the governor in question. The agenda must be circulated not less than seven clear days before the date of the meeting.

- 10.6 At the meeting, a governor must be prepared to present the case for removal or suspension. This process and address may never be undertaken or led by the Headteacher. The governor whose suspension or removal is to be considered must be given the right to address the governing board in reply. Both governors will then retire for the vote which will decide whether the governor should be suspended or removed. (Note: either suspension or removal must be specified on the agenda). Every reasonable effort will be made to ensure that all governors are able to attend a meeting with this purpose.
- 10.7 If the decision is taken to suspend or remove the governor, a further full governing board meeting must be held not less than 14 days after the decision to suspend or remove. The governing board must ratify its decision at this meeting. The governor being considered for suspension or removal may not attend this second meeting.
- 10.8 While suspended, a governor is entitled to receive agendas and documents as normal and may not be removed for non-attendance.
- 10.9 In the event that a complaint is made about a governor, the school's Complaints Procedure will be followed. Following an investigation in accordance with the Complaints Procedure, the governing board will consider whether that governor has breached this Code of Conduct, following the procedures set forth in paragraph 10.

The Governing Board of Brandesburton Primary School adopted this Code of Conduct

Chair of Governors:	Mr P White	Date: 04/10/2023
Next review due by:	Autumn 2024	

East Riding of Yorkshire Governing Board Work and Delegation Planner

GB = Governing Board C = Committee I = Individual HT = Headteacher

Please note some items of business may only be applicable to maintained schools. Membership of Academy and Multi-Academy Trust Governing Boards will also differ.

Autumn Term						
			Responsibility			
			GB	C	I	HT
Governing Board	Election of Chair	<ul style="list-style-type: none">It is important to consider succession planning when electing the Chair and Vice-Chair of the Governing Board and determining term of office.Term of office can be between one and four years.	*			
	Election of Vice-Chair	<ul style="list-style-type: none">Members of staff cannot be elected Chair or Vice-Chair.Election of Chair and Vice-Chair may be done at any point in the academic year if the need arisesThe item must be on the agenda of the Full Governing Board meeting so that all governors are aware of the election and have the opportunity to express interest in the positions.	*			
	Review governor vacancies	<ul style="list-style-type: none">Co-opted governors can be sought by individual governors and the Headteacher according to the skills and expertise required but must be appointed at a Full Governing Board meeting.The school should arrange elections for parent and staff governors in a timely manner.Local Authority governors are nominated by the Local Authority having received approval from the Chief Executive and appointed by the Full Governing Board. Governors can submit applications to the Local Authority for approval.Foundation governors are appointed by the Diocese. Schools should liaise with the appointing board regarding any vacancies or end of term of offices.The end of term of office of governors should be considered and appropriate action taken.	*		*	*
	Revision of structure and membership of committees	<ul style="list-style-type: none">Membership and structure of committees should be reviewed and published on the school website.Committee structure must be approved at a Full Governing Board meeting.	*			
	Revision of the terms of reference of each committee	<ul style="list-style-type: none">The terms of reference of each committee should be reviewed and the powers of each committee established. Eg: approval of policies, approval of the School Fund Account, financial delegation, approval of the 5 Year Plan/School Budget.Terms of reference must be approved at a Full Governing Board meeting.	*			
	Review Special Responsibilities	<ul style="list-style-type: none">Special responsibilities should be reviewed with regard to recent developments in practice and statutory requirements. Governor responsibilities should be published on the school website.	*			

	Complete Skills Audit	<ul style="list-style-type: none"> Governors should complete a skills audit regularly to identify skills required by the governing board to allow for appropriate recruitment, succession planning and to inform governor Continuous Professional Development. 	*			
	Set Governing Board Objectives	<ul style="list-style-type: none"> Governors should consider the governing board's objectives regarding the school's development and their own development as part of leadership and management. 	*			
	Establish a programme of visits	<ul style="list-style-type: none"> Governors should consider a programme of governor visits related to areas of responsibility and school improvement priorities/governing board objectives. 	*			
	Code of Conduct	<ul style="list-style-type: none"> Review and agree the code of conduct annually, upon significant changes to the law, or as needed. Full governing board should ratify and adopt. 	*			
	Receive Governor Visit Records	<ul style="list-style-type: none"> Governors may wish to report on recent governor visits and highlight any issues. Governor visits could also be discussed at the relevant committee. Copies of written reports should be kept in school as evidence of monitoring for reference for inspectors 				
Finance	Schools Financial Value Standard (SFVS)	<ul style="list-style-type: none"> This can be approved by the Full Governing Board at any time during the financial year. The deadline for submission is 31 March therefore must have been approved at a Full Governing Board meeting before this date. Finance governors will be asked to complete a competency matrix. The Finance Committee may recommend the SFVS to the Full Governing Board for approval. This must be approved by the Full Governing Board and signed by the Chair for submission to the Local Authority. 	*			
	School Fund Account	<ul style="list-style-type: none"> The School Fund Account and the auditor can be approved at any time throughout the financial year. The year end will differ from school to school. Approval of the School Fund Account and the auditor can be delegated to the Finance Committee. This must be stated in the terms of reference of the committee. 	*	*		
	Revision of delegation of financial responsibilities.	<ul style="list-style-type: none"> Governors should review the financial responsibility delegated to the Full Governing Board, Finance Committee and Headteacher. These should be included in the terms of reference. 	*			
	Premium Spend Action Plans	<ul style="list-style-type: none"> Governors should receive action plans for Sports Premium, Pupil Premium, and Year 7 Literacy and Numeracy Catch-up Premium as applicable. This could be delegated to the Finance (or equivalent) Committee 	*	*		
	Declaration of Pecuniary interests	<ul style="list-style-type: none"> All governors must complete a declaration of pecuniary interests and the register of pecuniary interests should be reviewed. 	*			
	Review delegation of staffing responsibilities	<ul style="list-style-type: none"> The terms of reference of the Personnel (or equivalent) Committee should outline the staffing responsibilities of the Headteacher and governors. 	*			

Staffing	Headteacher Performance Management Review	<ul style="list-style-type: none"> Review previous academic year's performance. Set (Specific, Measurable, Achievable, Realistic and Time-bound) SMART objectives Agree termly review dates for the spring and summer terms. 	*			
	Approve pay decisions	<ul style="list-style-type: none"> Governors may be asked to approve pay decisions of staff following performance management. This may be delegated to the Finance or Personnel committee. Governors may be asked to approve pay decisions regarding the Headteacher following performance management. This may be delegated to the Finance or Personnel committee. 	*	*		
	Staffing structure	<ul style="list-style-type: none"> Governors should receive information regarding the school staffing structure. Staffing may be considered by the Personnel (or equivalent) Committee. 	*	*		
School Improvement	Headteacher's Report	<ul style="list-style-type: none"> Whilst a Headteacher's Report to Governors is not a statutory requirement best practice is to receive a termly report detailing the school's current position including attendance information, numbers on roll, school improvement activities, SEND and vulnerable groups, staffing, premises and safeguarding, behaviour and exclusions, outcomes etc. Some information may be received in the confidential section of the meeting. Governors should agree the format and the content of the report with the Headteacher. Some of this information may be reported to the appropriate committee. It is good practice for governors to receive the Headteacher's Report to Governors within the agenda pack prior to the meeting so they can consider the information properly and formulate any questions for the Headteacher. 	*	*		
	Approval of School Improvement Plan/ School Development Plan	<ul style="list-style-type: none"> Approval of the School Improvement Plan can be delegated the Teaching and Learning (or equivalent) Committee All governors should be aware of the priorities named in the School Improvement Plan so governors may wish to keep this responsibility with the Full Governing Board. The School Improvement Plan will continue to develop once approved with input from School Improvement Advisers. The Senior Leadership Team should track progress made against milestones detailed in the plan. Governors hold responsibility to monitor actions made against the milestones stated, especially those highlighted as a weak area by Ofsted, School Improvement and school data. 	*	*		
	Governor Visits Plan	<ul style="list-style-type: none"> Develop an annual governor visits plan which supports the School Improvement/Development Plan. Ensure all governors are aware of the plan and their responsibilities. 	*			

	SEND-Co Report	<ul style="list-style-type: none"> Governors may receive a report from the Special Educational Needs and Disabilities Co-ordinator outlining the numbers of SEND pupils in the school including those holding a Statement or Education Health and Care Plan (EHCP) or on the SEN register in receipt of school support. This may be included in the Headteacher's Report or considered at committee. 	*	*		
	ASP and IDSR Data	<ul style="list-style-type: none"> The school will receive ASP and IDSR data comparing the school's performance in the previous academic year to schools nationally. Governors may consider this at the Full Governing Board meeting or at the Teaching and Learning (or equivalent) committee. It is important that all governors are familiar with the school's ASP data and aware of its indications for the school's improvement priorities. 	*	*		
	Exam Results Discussion	<ul style="list-style-type: none"> Governors should consider the examination results of the previous academic year. Results should be used to inform the school's improvement priorities. 	*	*		
	Self-Evaluation Form	<ul style="list-style-type: none"> Governors should be aware of how the school judges itself against the Ofsted areas: Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Development, Early Years Provision, Sixth Form Provision. This information may be included in the Headteacher's Report or governors may receive the Self Evaluation Form stating the school's own judgements at a Full Governing Board meeting or at the appropriate committee. The Self Evaluation Form is updated according to the school's current position and may be received at any point throughout the year as the school's judgements are reviewed. 	*	*		
Safeguarding	Annual Safeguarding Report	<ul style="list-style-type: none"> Governors should receive the Annual Safeguarding Report for the previous academic year. The report should be formulated with the governor responsible for safeguarding and submitted to the East Riding Safeguarding Children Board. All governors should ensure that their safeguarding training is up to date. Governor training should be reported as part of the Safeguarding Report. This can be considered at the appropriate committee however all governors are responsible for safeguarding in the 	*	*		
	Child Protection Policy Review	<ul style="list-style-type: none"> The Child Protection Policy should be reviewed and adopted in light of the latest child protection and safeguarding guidance including Keeping Children Safe in Education documentation. All governors must receive the latest Keeping Children Safe in Education guidance. Schools may wish to ask governors to sign to confirm they have received and read the documentation. 	*	*		
	Set a timetable of review and agree responsibility for policy formulation	<ul style="list-style-type: none"> Governors should set a timetable of review of statutory and school policies. Policies can be formulated by an individual governor or staff member, committee or group, or the Local Authority. Please see the School Policy Draft Schedule for guidance on the frequency of review. 	*	*		

Policy	Approval of Policies	<ul style="list-style-type: none"> • Policies can be approved by the Full Governing Board or delegated to the appropriate committee. • If approved at committee level approval of policies must be included in the committee's terms of reference. • Numerous policies can be approved by the Headteacher, but this must be stated in the terms of reference of the relevant committee. Please see the School Policy Draft Schedule for guidance. 	*	*		*
	Review the Accessibility Plan	<ul style="list-style-type: none"> • Governors should receive the Accessibility Plan and Disability Equality Scheme to ensure compliance with statutory requirements relating to disability issues. 	*			*

Spring Term						
			Responsibility			
			GB	C	I	HT
Governing Board	Review governor vacancies	<ul style="list-style-type: none"> Co-opted governors can be sought by individual governors and the Headteacher according to the skills and expertise required but must be appointed at a Full Governing Board meeting. The school should arrange elections for parent and staff governors in a timely manner. Local Authority governors are nominated by the Local Authority having received approval from the Chief Executive and appointed by the Full Governing Board. Governors can submit applications to the Local Authority for approval. Foundation governors are appointed by the Diocese. Schools should liaise with the appointing board regarding any vacancies or end of term of offices. The end of term of office of governors should be considered and appropriate action taken. 	*		*	*
	Review Skills Audit	<ul style="list-style-type: none"> Governors should review the results of the skills audit identifying skills required by the governing board to allow for appropriate recruitment, succession planning and to inform governor Continuous Professional Development. 	*			
	Review Governing Board objectives	<ul style="list-style-type: none"> Governors should review progress against the governing board's objectives. This may be considered at a specific committee. 	*	*		
	Receive Governor Visit Records	<ul style="list-style-type: none"> Governors may wish to report on recent governor visits and highlight any issues. Governor visits could also be discussed at the relevant committee. Copies of written reports should be kept in school as evidence of monitoring for reference for inspectors. 	*	*		
	School Website Compliance	<ul style="list-style-type: none"> Ensure that the information on the school's website is compliant with the DfE Guidance 'What maintain/academies must publish online' 	*			
Finance	School Fund Account	<ul style="list-style-type: none"> The School Fund Account and the auditor can be approved at any time throughout the financial year. The year-end will differ from school to school. Approval of the School Fund Account and the auditor can be delegated to the Finance Committee. This must be stated in the terms of reference of the committee. 	*	*		
	Review Premium Spend Action Plans	<ul style="list-style-type: none"> Governors should receive progress against the action plans for sports premium, pupil premium, and Year 7 literacy and numeracy catch-up premium as applicable. This could be delegated to the Finance (or equivalent) Committee. 	*	*		
	Staffing structure	<ul style="list-style-type: none"> Governors should receive information regarding the school staffing structure. Staffing may be considered by the Personnel (or equivalent) Committee. 	*	*		

Staffing	Headteacher Performance Management	<ul style="list-style-type: none"> Carry out spring term review 	*			
	Instigation of Staffing Reductions including any end of temporary contracts	<ul style="list-style-type: none"> Staffing reductions and the decision to enter the redundancy process must be approved by the Full Governing Board. For further advice contact Human Resources. The end or renewal of temporary contracts should be considered for the next academic year. This may be considered further by the appropriate committee. 	*			
School Improvement	Headteacher's Report	<ul style="list-style-type: none"> Whilst a Headteacher's Report is not a statutory requirement best practice is to receive a termly report detailing the school's current position including attendance information, numbers on roll, school improvement activities, SEND and vulnerable groups, staffing, premises and safeguarding, behaviour and exclusions, outcomes etc. Some information may be received in the confidential section of the meeting. Governors should agree the format and the content of the report with the Headteacher. Some of this information may be reported to the appropriate committee. It is good practice for governors to receive the Headteacher's Report prior to the meeting so they can consider the information properly and formulate any questions for the Headteacher. 	*	*		
	School Improvement Plan	<ul style="list-style-type: none"> Governors should review progress against the School Improvement Plan termly. The School Improvement Plan and the individual priorities may be considered at the appropriate committee. 	*	*		
	In Year Data	<ul style="list-style-type: none"> Governors may receive in year data indicating pupil progress. This could be considered at the Teaching and Learning (or equivalent) Committee to allow full discussion. 	*	*		
Safeguarding	Termly Safeguarding Report	<ul style="list-style-type: none"> Whilst it is not a statutory requirement it is good practice that governors are presented with the Safeguarding Report termly. The Safeguarding Report may be considered at the appropriate committee. Information should be anonymised. Governors are responsible for ensuring that the correct safeguarding procedures have been carried out by the school. The Safeguarding Governor may wish to meet with the Child Protection Lead termly to discuss the Safeguarding Report prior to its presentation at a governor's meeting. 	*	*		
	Approval of Policies	<ul style="list-style-type: none"> Policies should be approved in accordance with the established review cycle by the Full Governing Board, the appropriate committee or Headteacher in accordance with the committee terms of reference. 	*	*		*

Policy	Admission Arrangements	<ul style="list-style-type: none"> Governors may be asked to approve the admission arrangements for the next academic year. Details of the admission arrangements must be published on the school website. 	*	*		*
--------	------------------------	---	---	---	--	---

Summer Term						
			Responsibility			
			GB	C	I	HT
Governing Board	Review governor vacancies	<ul style="list-style-type: none"> Co-opted governors can be sought by individual governors and the Headteacher according to the skills and expertise required but must be appointed at a Full Governing Board meeting. The school should arrange elections for parent and staff governors in a timely manner. Local Authority governors are nominated by the Local Authority having received approval from the Chief Executive and appointed by the Full Governing Board. Governors can submit applications to the Local Authority for approval. Foundation governors are appointed by the Diocese. Schools should liaise with the appointing board regarding any vacancies or end of term of offices. The end of term of office of governors should be considered and appropriate action taken. 	*		*	*
	Review Skills Audit	<ul style="list-style-type: none"> Governors should review progress made against results of the skills audit including appropriate recruitment, succession planning and to inform governor Continuous Professional Development. 	*			
	Review Governing Board objectives	<ul style="list-style-type: none"> Governors should review progress against the Governing Board's objectives. This may be considered at a specific committee. 	*	*		
	Receive Governor Visit Records	<ul style="list-style-type: none"> Governors may wish to report on recent governor visits and highlight any issues. Governor visits could also be discussed at the relevant committee. Copies of written reports should be kept in school as evidence of monitoring for reference for inspectors. 	*	*		
	Establish a schedule of meetings	<ul style="list-style-type: none"> Governors should identify appropriate dates for Full Governing Board and committee meetings for the next academic year, and determine whether held in school or virtually. 	*			
	Review Work Plan	<ul style="list-style-type: none"> Governors should review the Governing Board Work Plan for the next academic year. 	*			
Finance	School Fund Account	<ul style="list-style-type: none"> Governors should consider and approve the auditor of the School Fund Account for the next academic year. 	*	*		
	Review Premium Spend Action Plans	<ul style="list-style-type: none"> Governors should receive progress against the action plans for Sports Premium, Pupil Premium, and Year 7 Literacy and Numeracy Catch-up Premium as applicable. This could be delegated to the Finance (or equivalent) Committee. 	*	*		

	School Budget/ Five Year Plan	<ul style="list-style-type: none"> Governors should receive and approval the School Budget for the next academic year and the Five Year Financial Plan. This can be delegated to the Finance Committee (or equivalent) if the committee has strong finance skills but must be stated in the committee terms of reference. Governors may wish for approval to remain with the Full Governing Board. The Budget and Five Year Plan may be recommended for approval by committee. 	*	*		
Staffing	Staffing structure including any end of temporary contracts and the appointment of staff	<ul style="list-style-type: none"> Governors should receive information regarding the school staffing structure for the next academic year. Staffing may be considered by the Personnel (or equivalent) Committee. The end or renewal of temporary contracts should be considered for the next academic year. This pay be considered further by the appropriate committee. Governors may be involved in the appointment of staff. This will be outlined in the staffing delegation. 	*	*		
	Headteacher Performance Management	<ul style="list-style-type: none"> Carry out summer term review. 	*			
School Improvement	Headteacher's Report	<ul style="list-style-type: none"> Whilst a Headteacher's Report is not a statutory requirement best practice is to receive a termly report detailing the school's current position including attendance information, numbers on roll, school improvement activities, SEND and vulnerable groups, staffing, premises and safeguarding, behaviour and exclusions, outcomes etc. Some information may be received in the confidential section of the meeting. Governors should agree the format and the content of the report with the Headteacher. Some of this information may be reported to the appropriate committee. It is good practice for governors to receive the Headteacher's Report prior to the meeting so they can consider the information properly and formulate any questions for the Headteacher. 	*	*		
	School Improvement Plan	<ul style="list-style-type: none"> Governors should review progress against the School Improvement Plan termly. The School Improvement Plan and the individual priorities may be considered at the appropriate committee. 	*	*		
	End of Year Data	<ul style="list-style-type: none"> Governors may receive end of year data indicating pupil progress. This could be considered at the Teaching and Learning (or equivalent) Committee to allow full discussion. 	*	*		

Safeguarding	Termly Safeguarding Report	<ul style="list-style-type: none"> Whilst it is not a statutory requirement it is good practice that governors are presented with the Safeguarding Report termly. The Safeguarding Report may be considered at the appropriate committee. Information should be anonymised. Governors are responsible for ensuring that the correct safeguarding procedures have been carried out by the school. The Safeguarding Governor may wish to meet with the Child Protection lead termly to discuss the Safeguarding Report prior to its presentation at a governor's meeting. 	*	*		
	Health and Safety Report	<ul style="list-style-type: none"> Governors have the responsibility of ensuring that Health and Safety procedures are adhered to. The Health and Safety Governor may wish to join staff in the completion of a health and safety walk. A Health and Safety report could be received by the Full Governing Board or appropriate committee. This could be completed termly. 	*	*	*	
Policy	Approval of Policies	<ul style="list-style-type: none"> Policies should be approved in accordance with the established review cycle by the Full Governing Board, the appropriate committee or Headteacher in accordance with the committee terms of reference. 	*	*		*
	Establish a Schedule of policy review	<ul style="list-style-type: none"> Governors may wish to consider a schedule of policy review for the next academic year. 	*	*		
Staffing	Staffing structure including any end of temporary contracts and the appointment of staff	<ul style="list-style-type: none"> Governors should receive information regarding the school staffing structure for the next academic year. Staffing may be considered by the Personnel (or equivalent) Committee. The end or renewal of temporary contracts should be considered for the next academic year. This pay be considered further by the appropriate committee. Governors may be involved in the appointment of staff. This will be outlined in the staffing delegation. 	*	*		
	Headteacher's Report	<ul style="list-style-type: none"> Whilst a Headteacher's Report is not a statutory requirement best practice is to receive a termly report detailing the school's current position including attendance information, numbers on roll, school improvement activities, SEND and vulnerable groups, staffing, premises and safeguarding, behaviour and exclusions, outcomes etc. Some information may be received in the confidential section of the meeting. Governors should agree the format and the content of the report with the Headteacher. Some of this information may be reported to the appropriate committee. It is good practice for governors to receive the Headteacher's Report prior to the meeting so they can consider the information properly and formulate any questions for the Headteacher. 	*	*		

School Improvement	School Improvement Plan	<ul style="list-style-type: none"> Governors should review progress against the School Improvement Plan termly. The School Improvement Plan and the individual priorities may be considered at the appropriate committee. 	*	*		
	End of Year Data	<ul style="list-style-type: none"> Governors may receive end of year data indicating pupil progress. This could be considered at the Teaching and Learning (or equivalent) Committee to allow full discussion. 	*	*		
Safeguarding	Termly Safeguarding Report	<ul style="list-style-type: none"> Whilst it is not a statutory requirement it is good practice that governors are presented with the Safeguarding Report termly. The Safeguarding Report may be considered at the appropriate committee. Information should be anonymised. Governors are responsible for ensuring that the correct safeguarding procedures have been carried out by the school. The Safeguarding Governor may wish to meet with the Child Protection lead termly to discuss the Safeguarding Report prior to its presentation at a governor's meeting. 	*	*		
	Health and Safety Report	<ul style="list-style-type: none"> Governors have the responsibility of ensuring that Health and Safety procedures are adhered to. The Health and Safety Governor may wish to join staff in the completion of a health and safety walk. A Health and Safety report could be received by the Full Governing Board or appropriate committee. This could be completed termly. 	*	*	*	
Policy	Approval of Policies	<ul style="list-style-type: none"> Policies should be approved in accordance with the established review cycle by the Full Governing Board, the appropriate committee or Headteacher in accordance with the committee terms of reference. 	*	*		*
	Establish a Schedule of policy review	<ul style="list-style-type: none"> Governors may wish to consider a schedule of policy review for the next academic year. 	*	*		

School Policy Model Schedule

Legal Requirement

GB = Governing Board

C = Committee

I = Individual

HT = Headteacher

Policy/Statement	Frequency of Review (guide)	Date Last Reviewed	Next Review Date	GB	C	I	H
Admissions Policy or Arrangements	Annual			*	*		*
Bullying and Harassment Policy and Procedure (Schools)	Annual						
Charging and Remissions Policy	Governing Board to determine			*	*		*
Child Protection Policy	Annual			*	*		*
Complaints Policy	Governing Board to determine			*	*		*
Code of Conduct	3 years			*			
Data Protection Policy	At least every 2 years			*			
Disciplinary Policy	2 years			*	*		*
Disciplinary Procedure and Guidelines (Schools)	2 years						
Early Years Foundation Stage	See full guidance			*	*		*
Equality in Employment Policy	2 years – publish yearly			*	*		*
Equality Objectives and Accessibility Plan	Annual			*			*
Freedom of Information Publication Scheme	Annual			*			
Governors' Allowances	Governing Board to determine			*	*		*

Governor's Annual Report to Parents	Nursery Schools only, Governing Board to determine			*	*		*
Grievance Policy and Procedure (Schools)	2 years						
Health and Safety Policy	Governing Board or proprietor or LA free to determine			*	*		*
Home School Agreement	Governing Board to determine			*	*		*
Information Governance Policy (incl. Information Security/Data Protection)	As updated by East Riding of Yorkshire Council			*			
Instrument of Government	Governing Board to determine			*			
Procedure for dealing with allegations of abuse against staff	Governing Board to determine			*			
School Behaviour Policy (School Discipline)	Headteacher to determine (Annual)						*
School Information published on a website	Live Document			*	*	*	*
RSHE Policy	Governing Board to determine (Annual)			*	*		*
Special Educational Needs Policy	Governing Board to determine (Annual)			*			
Teachers Appraisal	Governing Board to determine (Annual)			*	*	*	*

Teachers Pay Policy	Governing Board to determine			*	*	*	*
---------------------	------------------------------	--	--	---	---	---	---

Statutory for HR Purposes							
Policy/Statement	Frequency of Review	Date Last Reviewed	Next Review Date	GB	C	I	H
Capability (Schools - Teachers & Support Staff)	2 years			*			
Pay Policy	Annual			*			
Grievance Policy & Procedure - Schools	2 years			*			
Performance Management/Appraisal Policy	Governing Board to determine (Annual)			*	*	*	*
Highly Recommended by HR							
Attendance at Work Policy Procedure	2 years			*	*	*	*
Equality in Employment	2 years			*			
Induction checklist	3 years			*	*	*	*
Maternity Pay and Leave Policy and Procedure	3 years			*	*		
Paternity Leave Policy and Procedure	3 years			*	*		
Pay Progression – Incremental – Support Staff	Annual			*			
Probationary Periods Guidelines for Managers (schools)	3 years			*	*	*	*
Recruitment	3 years			*	*		
Schools Redundancy Policy & Procedure	2 years			*	*		
Retraining and Redeployment (Schools)	2 years						
Stress Management/Policy- currently under major review	3 years			*	*	*	*
Recommended by HR							
Acceptable use Policy – ICT and e-technology	3 years			*	*	*	*
Adoption	3 years			*	*		

Retirement Guidelines	3 years			*	*		
Workplace Drug & Alcohol Testing Policy & Procedure	3 years			*	*	*	*
Code of Conduct	3 years			*			
Eye Care Policy- no policy but on wellbeing site	3 years			*	*	*	*
Flexible Working	3 years			*	*	*	*
HIV/AIDS Policy – not heard of	3 years			*	*	*	*
Annual Leave Guidelines	3 years			*	*	*	*
Smoke Free Workplace – has been deleted	3 years			*	*	*	*
Whistleblowing Policy	3 years			*			

Policies and other Documents that Schools/Governing Boards may still use. These also need to be included in the review schedule.

Policy/Statement	Frequency of Review	Date Last Reviewed	Next Review Date	G B	C	I	H
Access to education for C&YP with medical needs	GB to determine			*	*		
Action Plan following OFSTED Inspection	3 years			*	*		
Administration of prescribed medicines policy	3 years			*	*		
Anti-Money Laundering Policy	3 years			*	*		
Anti-Virus Policy	3 years			*	*		
Assessment Policy	2 years			*	*		
Bomb Threat Policy – not heard of	3 years			*	*		
Conduct by Adults on School Sites	3 years			*	*		
Confidentiality Policy	3 years			*	*		
Contract Review Schedule	Annual			*	*		
Counter Fraud Arrangements	3 years			*	*		
Counter Fraud Strategy	3 years			*	*		
CCTV Monitoring Policy	3 years			*	*		
COSHH Policy Guidance	3 years			*	*		
Dealing with Nuisance and Disturbance Policy	3 years			*	*		
Display Screen Equipment Policy	3 years			*	*		

Education/Offsite Visits and Activities	Annual			*	*		
Emergency and Critical Incident Procedures	3 years			*	*		
Financial Control Checklist	Annual			*	*		
Fire Safety Policy	3 years			*	*		
Gifted and Talented	3 years			*	*		
Governor School Visits	Annual			*	*		
Home to School Transport Policy	2 years			*	*		
Homework Policy	2 years			*	*		
Inclusion Policy	2 years			*	*		
Induction of New Governors Document	GB to determine			*	*		
Interactive Whiteboard Policy	3 years			*	*		
Internet – Curriculum Policy	2 years			*	*		
In Years Fair Access Protocol	GB to determine			*	*		
Laptop Policy	3 years			*	*		
Lettings Policy	3 years			*	*		
Literacy Policy	2 years			*	*		
Marking Policy	2 years			*	*		
Midday Supervision Policy	3 years			*	*		
Mobile Phone Policy	3 years			*	*		
Nutritional Standards Policy	GB to determine			*	*		
Portable Media and Encryption	3 years			*	*		
Records Retention and Disposal Schedule	As updated by East Riding of Yorkshire Council			*	*		
RE Policy	2 years			*	*		
School Day Disruption Policy	3 years			*	*		
School Development Plan (SDP)	Annual			*	*		
School Mission Statement	3 years			*	*		
School Session Times	3 years			*	*		
Self-assessment Policy	Annual			*	*		
Social Media Guidelines	3 years			*	*		

Sun Screen Policy	3 years			*	*		
Teaching and Learning Policy	2 years			*	*		
Uniform and Appearance Policy	3 years			*	*		
Use of Force to Control/Restrain Pupils Policy	3 years			*	*		
Use of Images/Photographs	GB to determine			*	*		
Website Privacy Policy	3 years			*	*		
Whole School Food Policy	3 years			*	*		
Working at Heights Policy	3 years			*	*		