Appendices for Governors Handbook October 2021

Appendix 1 Instrument of Governance Belvue School 2

Appendix 2 Responsibilities of the board Checklist 3

Appendix 3 Declarations of Interest and Gifts Policy 7

Appendix 4 Scheme of Delegation 32

Appendix 5 Governors Monitoring Policy 34

Appendix 6 Skills Audit and Training Analysis 55

Appendix 7 School Development Plan 61

Appendix 8 Privacy Notice for Governors 64

**APPENDIX 1 INSTRUMENT OF GOVERNANCE BELVUE SCHOOL**

INSTRUMENT OF GOVERNMENT: COMMUNITY SPECIAL SCHOOL

1. The name of the school is Belvue School

2. The school is a Community Special school

3. The name of the governing body is The Governing Body of Belvue School

4. The governing body shall consist of:

(a) 2 parent governors;

(b) 1 Local Authority governor;

(c) 1 Headteacher

(d) 1 staff governor;

(d) 9 co-opted governors\*;

5. Total number of governors 14

6. The term of office for all categories of governor is four years.

7. This instrument of government comes into effect on 1st September 2014.

8. This instrument was made by order of The Council of the London Borough of Ealing on 7th August 2014.

9. A copy of the Instrument must be supplied to every member of the governing body (and the headteacher if not a governor).

\* The total number of co-opted governors who are also eligible to be elected as staff members, when counted with the staff governor and the headteacher, must not exceed one third of the total membership of the governing body.

APPENDIX 2

Responsibilities of the governing board

This document covers a range of areas, from admissions to pupil wellbeing to staffing.

It’s not exhaustive, and provides just a short explanation of each responsibility. Click the links throughout the document to see further information on our website.

The information in this KeyDoc is taken from the following sources:

* [Academies financial handbook, GOV.UK – Education and Skills Funding Agency (ESFA)](https://www.gov.uk/government/publications/academies-financial-handbook)
* [Behaviour and discipline in schools, GOV.UK – Department for Education (DfE)](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Constitution of governing bodies of maintained schools, GOV.UK – DfE](https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools)
* [School exclusion, GOV.UK – DfE](https://www.gov.uk/government/publications/school-exclusion)
* [Governance handbook, GOV.UK – DfE](https://www.gov.uk/government/publications/governance-handbook)
* [Keeping children safe in education, GOV.UK – DfE](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [School admissions code, GOV.UK – DfE](https://www.gov.uk/government/publications/school-admissions-code--2)
* [School attendance: guidance for schools, GOV.UK – DfE](https://www.gov.uk/government/publications/school-attendance)
* [SEND code of practice: 0 to 25 years, GOV.UK – DfE](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
* [Relationships education, relationships and sex education (RSE) and health education, GOV.UK – DfE](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
* [Relationships and sex education in schools (England), parliament.uk](https://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN06103)
* [Schools financial value standard (SFVS), GOV.UK – DfE](https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs)
* [Statutory policies for schools, GOV.UK – DfE](https://www.gov.uk/government/publications/statutory-policies-for-schools)

Admissions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| Comply with the local authority’s (LA’s) admission arrangements  | **✓** | **Voluntary aided (VA)** | **✓** |  |  |
| Determine the [school’s admission arrangements](https://schoolgovernors.thekeysupport.com/uid/e69334fa-13fe-46b1-ab4b-949addc68505/) annually, including the published admission number (PAN) and the oversubscription criteria |  | **✓** |  | **✓** | **✓** |
| Ensure the school’s admission arrangements comply with the School Admissions Code and are fair, clear and objective |  | **✓** |  | **✓** | **✓** |
| [Consult](https://schoolgovernors.thekeysupport.com/uid/8434d1df-635b-4da7-bf19-b6fb9cd1379e/) where necessary, in accordance with the requirements of the School Admissions Code |  | **✓** |  | **✓** | **✓** |
| Establish an independent appeals panel when there are [admission appeals](https://schoolgovernors.thekeysupport.com/uid/b86a81cd-4dae-4f7c-8f5f-4121aeb35d9f/) |  | **✓** |  | **✓** | **✓** |
| Make sure the school has an admission register and an [attendance register](https://schoolgovernors.thekeysupport.com/uid/2c952dff-9ee7-4f12-a417-da69fe4f21de/) | **✓** | **✓** | **✓** | **✓** | **✓** |

Behaviour and exclusions

|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| --- | --- | --- | --- | --- | --- |
| Make sure the school has a [policy](https://schoolgovernors.thekeysupport.com/uid/6de3686e-7569-4191-8f82-6c50644cf455/) which sets out measures that aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure pupils complete assigned work, and which regulates the conduct of pupils  | **✓** | **✓** | **✓** | **✓** |  |
| Make and review a [written statement of general principles](https://schoolgovernors.thekeysupport.com/uid/f92307e3-4277-4bb7-9fa7-be9cca907c33/) to guide the headteacher in determining measures to promote good behaviour and discipline | **✓** | **✓** | **✓** | **✓** |  |
| Make sure a written [policy](https://schoolgovernors.thekeysupport.com/uid/6de3686e-7569-4191-8f82-6c50644cf455/) for promoting good behaviour is drawn up and carried out. This must define the sanctions to be adopted when pupils misbehave |  |  |  |  | **✓** |
| Make sure an effective anti-bullying strategy is drawn up and carried out |  |  |  |  | **✓** |
| Arrange suitable full-time education for any pupil of compulsory school age who has a [fixed-term exclusion](https://schoolgovernors.thekeysupport.com/uid/810411f0-9198-4a6e-b921-b8d8f8153924/) of more than 5 school days  | **✓** | **✓** | **✓** | **✓** | **✓** |
| [Convene a meeting](https://schoolgovernors.thekeysupport.com/uid/0d36265b-1ceb-4c7f-92d3-fc1c585bb6bd/) to consider reinstating the pupil and consider parents’ representations about an exclusion (in some circumstances) | **✓** | **✓** | **✓** | **✓** | **✓** |
| Arrange for an [independent review panel](https://schoolgovernors.thekeysupport.com/uid/61789229-f218-4ae1-9685-d79595ac4621/) to review the governing board’s decision not to reinstate a permanently excluded pupil (where requested by parents within the legal timeframe) |  |  |  |  | **✓** |

Curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| PRIMARY ONLY (**until** Sept 2020)Decide (together with the headteacher) whether to provide [sex and relationship education (SRE)](https://schoolgovernors.thekeysupport.com/uid/2cff6cb0-f537-4dbe-a070-26e7c9bc013b/) beyond what is set out in the statutory science National Curriculum, and keep a record of the decision  | **✓** | **✓** | **✓** | **✓** |  |
| ALL MAINTAINED SCHOOLS, PLUS ACADEMIES THAT TEACH SRE (**until** Sept 2020)Make sure your SRE policy is available to parents | **✓** | **✓** | **✓** | **✓** | **✓** |
| PRIMARY ONLY (**from** Sept 2020)Make sure your school adopts a policy for [relationships education](https://schoolgovernors.thekeysupport.com/uid/8191c0a5-cae9-4557-beec-18305029992b/) after consultation with parents, and makes this available to them | **✓** | **✓** | **✓** | **✓** | **✓** |
| SECONDARY ONLY (**from** Sept 2020)Make sure your school adopts a policy for [relationships and sex education](https://schoolgovernors.thekeysupport.com/uid/5c450783-9d4e-4a46-bf50-1ce5ab387341/) (RSE) after consultation with parents, and makes this available to them | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements | **✓** | **✓** | **✓** | **✓** |  |
| Make sure relevant assessment arrangements are implemented and that all courses provided for pupils under 19 that lead to qualifications such as GCSEs and A levels are approved by the Secretary of State | **✓** | **✓** | **✓** | **✓** |  |
| Make sure the school teaches a broad and balanced curriculum to the age of 16 |  |  |  |  | **✓** |
| SECONDARY ONLYMake sure all pupils at the school are provided with independent [careers guidance](https://schoolgovernors.thekeysupport.com/uid/fb01c2af-f59a-45e9-816d-5ca4fe3df12c/) from year 8 to year 13(Academies – check your funding agreement to see if this applies) | **✓** | **✓** | **✓** | **✓** | **✓** |
| SECONDARY ONLYMake sure there’s an opportunity for a range of education and training providers to [access all pupils in years 8 to 13](https://schoolgovernors.thekeysupport.com/uid/d0e34158-4c87-4ada-af77-a893ab3de75c/) to inform them about approved technical education qualifications and apprenticeships | **✓** | **✓** | **✓** | **✓** | **✓** |

Finance

|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| --- | --- | --- | --- | --- | --- |
| Comply with charity law |  | **✓** | **✓** | **✓** | **✓** |
| Comply with company law |  |  |  |  | **✓** |
| Comply with the Academies Financial Handbook, which is updated annually |  |  |  |  | **✓** |
| [Appoint a senior executive leader](https://schoolgovernors.thekeysupport.com/uid/c2cc5432-892e-43bc-affc-69eb71f8c4d5/) as the accounting officer for the trust |  |  |  |  | **✓** |
| Appoint a chief financial officer |  |  |  |  | **✓** |
| Prepare the trustees report as part of the [annual financial statements](https://schoolgovernors.thekeysupport.com/uid/40464fc8-8f86-4fcd-b22f-1f48867564b7/) in line with the ESFA’s academies accounts direction document, and approve the accounts |  |  |  |  | **✓** |
| Inform their insurance provider or the risk protection arrangement scheme promptly of any potential risks |  |  |  |  | **✓** |
| Establish a dedicated [audit committee](https://schoolgovernors.thekeysupport.com/uid/63ba5aad-3da3-4814-8ac5-3cfdd435fba0/) if your trust’s annual income exceeds £50 million (if it’s less than £50 million you can have a dedicated audit committee or combine it with another) |  |  |  |  | **✓** |
| Approve a balanced budget each financial year and submit to the ESFA |  |  |  |  | **✓** |
| Submit the [schools financial value standard](https://schoolgovernors.thekeysupport.com/uid/995819c9-0d1a-433d-a8d1-9ddd6ac20e22/) (SFVS) to the local authority each year | **✓** | **✓** | **✓** | **✓** |  |
| Make sure your school’s [consistent financial reporting (CFR) return](https://www.gov.uk/government/publications/consistent-financial-reporting-framework-2019-to-2020/consistent-financial-reporting-framework-2019-to-2020) is completed and submitted by the deadline set by your LA | **✓** | **✓** | **✓** | **✓** |  |
| Maintain a published register of interests, including the relevant business and pecuniary interests of:* Governors and associate members ([maintained schools](https://schoolgovernors.thekeysupport.com/uid/9226c3f4-852c-446e-baac-b020229f76bf/))
* Trustees, local governors, members of the academy trust and the accounting officer ([academies/free schools](https://schoolgovernors.thekeysupport.com/uid/d05d2385-d0cf-4696-af04-1d47f53861f9/))

Keep it up to date. | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure [pupil premium](https://schoolgovernors.thekeysupport.com/uid/004648cb-6bda-4cd4-b4f2-392f272469e3/) funding is spent on improving attainment for eligible pupils | **✓** | **✓** | **✓** | **✓** | **✓** |
| SECONDARY ONLYMake sure [year 7 literacy and numeracy catch-up](https://schoolgovernors.thekeysupport.com/uid/59ece9f5-5cb7-4f3e-be61-5e2902c21c58/) funding is being spent on improving attainment for eligible pupils | **✓** | **✓** | **✓** | **✓** | **✓** |
| Comply with your local authority’s system of financial controls | **✓** | **✓** | **✓** | **✓** |  |
| [From September 2019](https://schoolgovernors.thekeysupport.com/uid/0506b850-80bc-4bcc-a232-308bd2d9838c/):Agree on whistle-blowing procedures, and you should also make sure all staff are aware of those procedures, how concerns will be managed. You should also appoint at least 1 trustee and 1 member of staff who staff can report concerns to |  |  |  |  | **✓** |
| From September 2019:Make sure the trust is maintaining a risk register (this is not strictly a governance requirement as opposed to a general requirement, but will inevitably form part of the audit committee’s responsibility) |  |  |  |  | **✓** |

Governance

|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| --- | --- | --- | --- | --- | --- |
| Comply with charity law  |  | **✓** | **✓** | **✓** | **✓** |
| Comply with company law  |  |  |  |  | **✓** |
| Comply with your trust’s articles of association and funding agreement |  |  |  |  | **✓** |
| Comply with the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 | **✓** | **✓** | **✓** | **✓** |  |
| Comply with the School Governance (Constitution) (England) Regulations 2012 (or the School Governance (Federations) (England) Regulations 2012 if your school is part of a federation) | **✓** | **✓** | **✓** | **✓** |  |
| Hold full governing board meetings at least 3 times a year | **✓** | **✓** | **✓** | **✓** | **✓** |
| If the board meets fewer than 6 times a year, describe in the governance statement that accompanies your annual accounts how it has maintained effective oversight of funds with fewer meetings |  |  |  |  | **✓** |
| [Elect a chair and vice-chair of governors](https://schoolgovernors.thekeysupport.com/uid/2855bd44-26e9-49cb-b252-5a0bf8cc8cae/) in accordance with the term of office you’ve set for these roles | **✓** | **✓** | **✓** | **✓** | **✓** |
| [Appoint a clerk](https://schoolgovernors.thekeysupport.com/uid/34e76a26-cf50-4b21-8716-db7a4f8477f9/) | **✓** | **✓** | **✓** | **✓** |  |
| Decide/review your scheme of delegation and publish to the school’s website | **✓** | **✓** | **✓** | **✓** | **✓** |
| Declare any potential [conflicts of interest](https://schoolgovernors.thekeysupport.com/uid/6e0fd794-beae-4916-a93e-8402c929997c/) during all meetings | **✓** | **✓** | **✓** | **✓** | **✓** |
| Ensure all statutory policies and documents are in place and [reviewed](https://schoolgovernors.thekeysupport.com/uid/1b8a752b-1147-46f1-a244-ee9200a27335/) according to the school’s [review cycle](https://schoolgovernors.thekeysupport.com/uid/a142798e-3db6-4e8d-836f-c20c4280d5e7/) | **✓** | **✓** | **✓** | **✓** | **✓** |
| Ensure all required information is published on:* The school/trust’s website
* [Get Information About Schools](https://get-information-schools.service.gov.uk/)
 | **✓** | **✓** | **✓** | **✓** | **✓** |
| Ensure all trustees are registered with [Companies House](https://www.gov.uk/government/organisations/companies-house) |  |  |  |  | **✓** |

Parents and the community

|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| --- | --- | --- | --- | --- | --- |
| Consider complaints about the school and have a [complaints procedure](https://schoolgovernors.thekeysupport.com/uid/c43543ef-be32-4971-a100-9dd7075f9a95/) | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure the school complies with the Freedom of Information Act 2000 | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure the [school complies with the General Data Protection Regulation](https://schoolgovernors.thekeysupport.com/uid/cf34ffae-d7ad-484e-b4a6-bc37708d9324/) (GDPR) and Data Protection Act 2018 | **✓** | **✓** | **✓** | **✓** | **✓** |
| Set up a parent council if the majority of governors at the school are foundation governors and the foundation status was acquired under the Education and Inspections Act 2006 |  |  |  | **✓** |  |

Health and safety

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| Make sure the school has a [health and safety policy](https://schoolgovernors.thekeysupport.com/uid/1750d838-df84-46fb-b49b-2ab92bd0d6c7/) | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure the school complies with the Health and Safety at Work etc. Act 1974 |  | **✓** |  | **✓** | **✓** |
| Make sure the school complies with the Regulatory Reform (Fire Safety) Order 2005 |  | **✓** |  | **✓** | **✓** |
| Comply with health and safety requirements set by the LA | **✓** |  | **✓** |  |  |

Pupil wellbeing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| Make sure there’s a staff behaviour policy or [code of conduct](https://schoolgovernors.thekeysupport.com/uid/daa39a70-684e-4871-9fb9-8298a8f5ffe0/) in place | **✓** | **✓** | **✓** | **✓** | **✓** |
| Appoint a [designated teacher](https://schoolgovernors.thekeysupport.com/uid/e19efe9b-b72c-40a9-a727-d17242fc7a4e/) to promote the educational achievement of looked after children and previously looked after children. Make sure he/she undertakes appropriate training | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure the school complies with the [Equality Act 2010](https://schoolgovernors.thekeysupport.com/uid/a6350b6a-cf1f-4dfc-84bf-7602018c4a3d/) and the Public Sector Equality Duty and publishes equality objectives and information about how it’s doing this  | **✓** | **✓** | **✓** | **✓** | **✓** |
| Ensure arrangements are in place for [supporting pupils with medical conditions](https://schoolgovernors.thekeysupport.com/uid/7e51c73e-ce22-4d19-8028-9099e6f899cd/), and ensure that the school has a policy on this | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure the school complies with the [School Food Standards](https://www.gov.uk/government/publications/standards-for-school-food-in-england)(Academies – check your funding agreement, although you’re expected to comply even if it’s not included there) | **✓** | **✓** | **✓** | **✓** | **✓** |

Safeguarding

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| Ensure that the school complies with [statutory guidance on safeguarding](https://schoolgovernors.thekeysupport.com/uid/a7ea0d29-d9e1-4454-b132-95987c824b4d/) | **✓** | **✓** | **✓** | **✓** | **✓** |
| Appoint a senior board level (or equivalent) lead who [takes leadership responsibility for safeguarding](https://schoolgovernors.thekeysupport.com/uid/0a7241de-501b-4419-8c32-91e3ad1e7fa4/). This must be a member of the governing board or trust board, and must not be the designated safeguarding lead | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure that safeguarding arrangements take into account the procedures and practice of the LA, as part of inter-agency safeguarding procedures set up by your safeguarding partners:* + Local authority (LA)
	+ Clinical commissioning group within the LA
	+ Chief officer of police within the LA
 | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure there is an effective [child protection policy](https://schoolgovernors.thekeysupport.com/uid/ec2a8e05-a899-4357-9ed2-a604a3e7b0f8/) in place | **✓** | **✓** | **✓** | **✓** | **✓** |
| Appoint a member of staff to be the [designated safeguarding lead](https://schoolgovernors.thekeysupport.com/uid/cc1b78ed-a101-425f-9c5c-786bdd96c096/) | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure there are procedures in place to handle [allegations against staff](https://schoolgovernors.thekeysupport.com/uid/d429d547-ed60-4e8b-ae7c-0e33dadd2a16/), volunteers and other children | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure effective support is provided for any employee facing an allegation | **✓** | **✓** | **✓** | **✓** | **✓** |

Special educational needs and disabilities (SEND)

|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| --- | --- | --- | --- | --- | --- |
| Designate a member of the governing board or a committee to have [oversight of the school’s arrangements for SEND](https://schoolgovernors.thekeysupport.com/uid/3c2fe701-c5cc-4af5-8496-6c792bb82832/) | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure that the necessary special education provision is made for any pupil who has SEN | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure that parents are notified by the school when special educational provision is being made for their child | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure the school produces and publishes online its school [SEN information report](https://schoolgovernors.thekeysupport.com/uid/2aec50d6-75cf-4ad1-b142-031bc3f56714/) | **✓** | **✓** | **✓** | **✓** | **✓** |
| Co-operate with the LA in developing the local offer | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure the school follows the statutory [SEND Code of Practice](https://schoolgovernors.thekeysupport.com/uid/616b3715-32f4-49ed-81f9-bef04b7c7d94/) | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure there’s a qualified teacher designated as the [special educational needs co-ordinator (SENCO)](https://schoolgovernors.thekeysupport.com/uid/d3cf7bcb-2140-4225-a8b7-3fec1f393099/) for the school | **✓** | **✓** | **✓** | **✓** | **✓** |

Staffing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| Establish a panel to [appoint a headteacher](https://schoolgovernors.thekeysupport.com/uid/27d9f66f-4781-431f-9cb6-40ae5a62637b/) or [deputy headteacher](https://schoolgovernors.thekeysupport.com/uid/3a29cba9-d0fe-4031-be4a-c84f74301dba/), where necessary | **✓** | **✓** | **✓** | **✓** |  |
| Appoint a principal or [chief executive](https://schoolgovernors.thekeysupport.com/uid/48300873-5b99-46b1-82b6-c0af37bad8a0/) (check your funding agreement for exact requirements) |  |  |  |  | **✓** |
| Make sure [safer recruitment](https://schoolgovernors.thekeysupport.com/uid/fe1210c3-2aca-4714-abf4-b9e9e9206893/) procedures are applied (for example, Disclosure and Barring Service checks) | **✓** | **✓** | **✓** | **✓** | **✓** |
| Monitor the [single central record](https://schoolgovernors.thekeysupport.com/uid/5eb9697a-585b-49ad-943a-f7394c9d3d0b/) of recruitment checks | **✓** | **✓** | **✓** | **✓** | **✓** |
| Make sure that at least 1 person on any appointment panel has undertaken [safer recruitment training](https://schoolgovernors.thekeysupport.com/uid/bc4775f7-c651-41b1-9c1f-fcb2b3f80dd8/)  | **✓** | **✓** | **✓** | **✓** |  |
| Make sure [gender pay gap information](https://schoolgovernors.thekeysupport.com/uid/a088e23c-632e-4421-abeb-6bb225849186/)is published, where applicable | **✓** | **✓** | **✓** | **✓** | **✓** |

Pay and appraisal

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Community | Voluntary aided (VA) | Voluntary controlled (VC) | Foundation | Academies/ free schools |
| Comply with the [School Teachers’ Pay and Conditions Document](https://schoolgovernors.thekeysupport.com/uid/6fee12db-07c5-458a-a547-d1b57ad90867/) (STPCD), which is updated annually | **✓** | **✓** | **✓** | **✓** |  |
| Take account of employment law and guidance | **✓** | **✓** | **✓** | **✓** | **✓** |
| Maintain a [pay policy](https://schoolgovernors.thekeysupport.com/uid/19b8a0ba-cf47-4c2e-bc05-90f581f51375/) | **✓** | **✓** | **✓** | **✓** |  |
| Determine the [appraisal period that applies to teachers](https://schoolgovernors.thekeysupport.com/uid/7ecf1663-4d1d-4f9d-84be-e84f4dac43bd/) (including headteachers) | **✓** | **✓** | **✓** | **✓** |  |
| Appoint an [external adviser](https://schoolgovernors.thekeysupport.com/uid/905adc78-1207-4eb5-bf0b-d13fc39ad3e4/) for advice and support on the headteacher’s appraisal | **✓** | **✓** | **✓** | **✓** |  |
| Inform the headteacher of the [standards against which their performance will be assessed](https://schoolgovernors.thekeysupport.com/uid/1fef4d87-daf6-4614-b6ac-7f38489dfef7/) | **✓** | **✓** | **✓** | **✓** |  |
| Set objectives for the headteacher | **✓** | **✓** | **✓** | **✓** |  |
| Appraise the performance of the headteacher against the relevant standards and their objectives | **✓** | **✓** | **✓** | **✓** |  |
| Make a recommendation on the headteacher’s pay (where relevant) | **✓** | **✓** | **✓** | **✓** |  |
| Give the headteacher a written report of his/her appraisal | **✓** | **✓** | **✓** | **✓** |  |
| Adopt a [document that sets out the appraisal process for teachers](https://schoolgovernors.thekeysupport.com/uid/9966c378-18bd-4828-bdb1-a4744a51ed16/) (including headteachers), and make that document available to teachers | **✓** | **✓** | **✓** | **✓** |  |
| Make sure the headteacher carries out their duties in respect of appraising other teachers (including recommendations on pay) | **✓** | **✓** | **✓** | **✓** |  |

**APPENDIX 3**

**Business/Pecuniary Interest**

The Governing Body should establish a register of business interests of governors, the head teacher and any other staff who influence financial decisions. This should be open to examination by governors, staff, parents and the LA.

A business/pecuniary interest is where a governor or member of staff (or close relatives of either) receives “remuneration” from a “firm”. “Remuneration” includes not only salary, wages, fees, but also other payments such as commission, honoraria, dividends, agency fees and interest. The expression “firm” includes not only companies and businesses but all organisations and even individuals.

 A register of business/pecuniary interests must be established by every GB and updated annually or more frequently for individuals where this is appropriate. The register must include not only governors and staff but also the pecuniary interest of spouses or close family where this is appropriate, e.g. the child of the chair of governors might own a local building firm. An example of a register is (See Appendix 3).

 Staff and governors should also additionally declare an interest not just pecuniary but also where a conflict of interest may arise if and when, matters are about to be discussed or decided, and withdraw or take no part in the discussion where this is considered appropriate by the individual concerned or by other governors.

 Any governor who has a direct or indirect financial interest in a contract and is present at a governors’ meeting when the issue is considered, must disclose their interest as soon as possible after the start of the meeting and must not take part in any associated discussions or vote.

 The only exception to the requirement to disclose a pecuniary interest is that if the interest is so distant or small that no ordinary right-thinking person would expect it to influence someone who might have dealings with the firm concerned. In such cases, it need not be disclosed. The most common example is a modest shareholding in a large public company even if the school has or may have dealings with the company.

Non pecuniary Interest: It is good practice to declare links to organisations which have dealings with the school and which may give rise to a conflict of interest even where no pecuniary interest or advantages exist or accrues. This covers areas where relationships might be seen to influence judgements and convey the impression of personal motive.

 It is only a requirement upon those staff who influence financial decisions, principally the Head teacher, Deputy, SBM/Bursar/Finance Officer.

 If there is no material change during the year then it is not necessary for an entirely new form to be completed. Simply arrange for the original form to be re-signed and dated.

Schools Finance Handbook August 2020

**Gifts and Hospitality**

Staff need to ensure that they do not accept any gift that might be construed by others as a bribe or lead the giver to expect preferential treatment. There are occasions when students or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or other religious holidays or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Personal gifts must not be given to individual students. Any reward given to a student

should be consistent with the school’s policy, recorded, and not based on favouritism.

**You are already paid for the work you do, but people may believe they will get better**

**service or more favourable treatment if they provide additional payments or offer**

**you favours: this is not the basis on which the school delivers or purchases**

**services (or goods). You must:**

* avoid putting yourself in a position where you could be thought to be acting improperly
* report to your head teacher any hospitality, favours or gifts you are offered or receive (you will be asked to declare any gifts and hospitality you receive on an annual basis as part of the Council’s declaration of interest process but this must not prevent you from making a declaration at any time) -Gifts to Head teachers should be reported to the Chair of Governors.
* return any gifts your head teacher says you may not keep
* not ask for a gift, tip, or Christmas box
* not accept gifts or favours from organisations or suppliers that the school has dealings with (for example goods or services free or below the normal price)
* not accept unreasonable or undue hospitality. For example, don’t allow an organisation or supplier that has dealings with the School to pay for you to:
* go to sporting events, the theatre, or any other entertainment
* go away on holiday
* make visits to inspect equipment or services where there may be a subsequent purchase by the school
* travel to a meeting, or go out for an evening, or stay in an hotel or other accommodation

Remember, the school can reimburse any legitimate expenses incurred at work. But

the expense must be cleared by the Headteacher before it is incurred.

**This does not prevent you:**

* accepting reasonable hospitality while you are working (such as a cup of tea or coffee, or other light refreshment) when visiting sites, offices or people’s homes
* accepting an invitation which it is proper for you to take up as you will be representing the school, such as at relevant courses and conferences (BUT you must check with your head teacher first)
* accepting a gift which:
* is of token value (such as a calendar or inexpensive pen), and
* is offered to you without your asking, and
* your manager says cannot be seen to influence the way you do your work

Certain dispensations may be granted to employees according to their particular job roles

and if your school has a ‘hospitality register’ you should comply with any relevant procedures. Your head teacher will tell you if any apply to you.

However, in all cases you should:

* + - * make a record of all invitations to functions and report these to your manager
			* make a record of all free services and goods you receive and report these to your head teacher

consult your head teacher if in any doubt

Schools Finance Handbook August 2020

Register of Business Interests for Governors at Belvue School

The general principle is that no-one should be involved in a decision where his or her personal interests, or those of any member of their immediate family, may conflict with those of the governing body. The purpose of this register therefore is to help avoid any conflict between the business interests of individual governors, the headteacher or members of their immediate families and the interests of the school. See overleaf for further details.

Name of Governor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term of Office From\_\_\_\_\_\_\_\_\_\_\_\_ To\_\_\_\_\_\_\_\_\_\_\_\_\_

(Please print)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of business | Type of business | Nature of involvement | Person involved | Notes |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

*(please continue overleaf if necessary)*

**or** I have no relevant business interests 

**Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Record of Reviews (Clerk to governors to distribute amendments and signature annually)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date of Review |  |  |  |  |  |  |  |  |
| Initials |  |  |  |  |  |  |  |  |
| Date of Review |  |  |  |  |  |  |  |  |
| Initials |  |  |  |  |  |  |  |  |

An interest might include a directorship, significant shareholding or other appointment within a business that the school has dealings with or might have dealings with in the future. The type of business might be any that the school would invite to tender or place an order with. It is not possible to give definitive list of the types of interest that should be included so examples include, but are not limited to:

* building works
* IT & other equipment
* office & educational supplies
* cleaning
* catering
* grounds maintenance
* banking
* other administrative support services.

Inclusion of an interest on the register does not necessarily prevent the school from dealing with the business concerned. However, the governor concerned should not be involved in the decision to do so.

When making a decision on what should be disclosed, the individual should bear in mind the basis on which a third party might challenge their decision to disclose or not to disclose information. However, as a general rule, small savings accounts or small shareholdings in quoted companies would not usually need to be disclosed. If in doubt, you should include an item on the register rather than leave it out.

**Governors are reminded that completion of this form does not remove the requirement upon them to disclose orally any interest at any specific meeting and to leave the meeting for that agenda item.**

**APPENDIX 4**

**SCHEME OF DELEGATION**

The GB must determine the structure for delegation. For each level and role within the structure they must

* Determine responsibilities
* Set authorisation limits
* State reporting requirements

The scheme of delegation is reviewed annually by the full governing body and recorded as such in the GB meeting minutes.

**SCHEME OF DELEGATION AUTHORISATION LIMITS 2020/21**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Commitment to purchase** | **Certification of invoices** | **Approval of Virement** |
| **Governing Body** | **£30,000+** | **No authority** | **£30,000+** |
| **Finance and Resources Committee** | **Up to £30,000 per item** | **No authority** | **Up to £30,000** |
| **Headteacher/ Deputy** | **Up to £15,000 per item** | **No limits\*\*** | **Up to £15,000 for any single item and up to £15,000 limit a week**  |
| **Head of Business and Finance** | **Up to £2,000 per item** | **No limits\*\*** | **No authority** |
| **Finance Officer**  | **No authority** | **Signed and dated for verification** | **No authority** |
| **Finance Assistant** | **No authority** | **No authority** | **No authority** |
| **Personnel and Admin Manager** | **Emergency Daily supply up to £750** | **No authority** | **No authority** |
| **Key Stage 5 Admin Manager** | **No authority** | **No authority** | **No authority** |
| **Premises Manager** | **Up to £2,000 for emergency works** | **No authority** | **No authority** |

\*\*should refer expenditure above their limit to the next level of authority.e.g. over £15,000 for the head teacher to the Finance and Resources Committee unless already authorised by the GB via the contracts register delegation or the ratified school budget plan.

Orders that are specifically requested by the Head, Deputy or Head of Business and Finance need to be countersigned by each other (1 other person). Premises Manager emergency orders are all countersigned retrospectively.

The scheme of delegation to staff is the responsibility of the head teacher and should specify the functions of individual staff and the limits of their authority.

Policy Limits

No expenditure may be committed unless sufficient provision exists within the specific budget heading.

No new item of policy or any item involving a commitment to expenditure in the current or future years exceeding limits set by the GB may be approved without a full report to the full GB or finance committee.

Committees other than finance may approve expenditure within their budgets up to delegated limits set by the GB.

Exceptionally urgent action may be approved by the Chair or Vice Chair of the GB subject to reporting this to the GB/ finance committee at its next meeting.

Virements between main heads of expenditure e.g. premises, employees, supplies or for new policies should be within the Scheme of Delegation limits.

**APPENDIX 5**

**Governors Monitoring Visits Policy**

1. RATIONAL:

The Governing Body at Belvue School has a responsibility to keep in touch with what is happening within the school, with a particular focus on teaching, learning, safeguarding, Health and Safety and emotional and social well-being of the children. Although their role is strategic, it is important that they have some understanding of the practicalities of the job. Meeting children, talking to a range of staff and seeing lessons underway will help members of the Governing Body to understand some of the issues they are required to discuss and make decisions about with greater clarity.

2. OBJECTIVES:

The Governing Body should aim to:

* Inform their decision making by having visited the school at least three times during the year.
* Be aware of the feelings of members of staff and the issues they face by having had a more lengthy discussion with at least their link member of staff during the year.
* Read and keep up-to-date with policies, reports and the schools website blog
* Keep up-to-date with their nominated member of staff and their area of whole school responsibility

3. ROLES AND RESPONSIBILITIES:

It is proposed that each Governor’s will take responsibility for one of the roles identified below. This would allow each Governor to become an expert in one or two areas of the school. It is proposed that each responsibility would be linked to key member of staff who will act as the point of contact within school.

It is envisaged that each Governor will make a minimum of one visit to the school and a further contact through email/telephone each term and write up the visit or contact for the full Governing Body meeting using the pro-forma provided below.

Roles for Governors

The governing body have three core functions:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Role | Named GovernorKey staff member | Area of focus | SDP focus | Outcomes |
| Safeguarding lead | Allison Blair/family workers/DCJ | Ensure the school has appointed a designated lead teacherEnsure the school has appointed a designated teacher for looked after childrenAttend the school half-termly multi-disciplinary safeguarding meetingEnsure relevant safeguarding staff have up to date child protection trainingEnsure all staff members have attended child protection trainingEnsure that all GB members have undertaken child protection trainingEnsure that at least one person on any appointment has had safer recruitment trainingEnsure the single central register is up-to-dateEnsure that an effective child protection policy is in place, reviewed annually and available publiclyEnsure that a statement of procedures is in place for dealing with allegations of abuse against staff and volunteersEnsure there are procedures in place to handle allegations against other childrenEnsure that a procedure is in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concernsEnsure that a staff behaviour policy (code of conduct) is in placeMonitor how pupils may be taught about safeguarding as part of a broad and balanced curriculum |  | All statutory safeguarding procedures are in place100% of pupils report feeling safe in school100% of parents report that their child feels safe in school |
| Post 16/Vocational Education lead | Ade/Joan Gibson | Ensure that the Post 16 curriculum offers a challenging English and Maths course for all pupils to support them in adult liveEnsure that there is a curriculum entitlement for all pupils to a meaningful vocational experience to support them in their adult lifeEnsure that the timetable for Post 16 is appropriate, varied and equally accessible to all pupilsEnsure that external partners offer good quality experiences to all pupilsEnsure that pupil outcomes are in line with the expectations of the SEND Code of Practice (2015)Ensure that the attendance and punctuality of Post 16 pupils is in line with national expectationsEnsure that the new building is adequately resourced and meets all safeguarding regulationsEnsure that the transition from KS4 to 5 effectively supports young people and their familiesEnsure that services are in place to effectively support transition onto adulthood for young people and their parentsTo ensure that the catering facilities at the new site are of a very high standard | To raise the standard of progress and attainment through delivering good and outstanding lessons | The Post 16 provision is judged outstanding by Ofsted100% of pupils go onto work or college100% of pupils state that they are confident to transition to the next stage of their lives |
| Pupil progress Lead | Helen Green/Christina O Connor | To monitor data to ensure that all pupils from different groups and starting points make good or outstanding progressTo monitor the use of classroom monitor as a tool for collecting evidence base assessments of pupilsTo scrutinise pupils work to ensure that work is challenging and assessment procedures are followedTo ensure that the assessment system for the school is fit for purpose.To ensure that the assessment system provides the information needed for teachers to plan for the next stage of learning for individual pupilTo ensure that the assessment system provides challenge in learning through appropriate target settingTo ensure that the assessment system provides accurate information for school monitoring and action planning at an individual and school level | Classroom monitor is fit for purpose and rigorous in making judgements about pupil performance and progress | All pupils make good and better progressIndividual and groups of pupils are identified early if they are not making expected levels of progressSchool leaders and Governors are provided with robust data to support them in making sound judgements about all aspects of school life |
| Finance Lead | Kevin Bhambra/Claire Preston | To chair the monthly finance committeeTo ensure the GB have clarity of vision, ethos and strategic direction for the finances of the school in line with the school development planTo guide Governors in overseeing the financial performance of the school and making sure its money is well spent.Set a balanced budgetTo lead on monitoring the budget monthly to achieve the aims and objectives agreed and incorporated within the School Development Plan.To ensure a framework for the delegation of any part of budget management to committees and staffTo establish limits of delegation to its committees and staff and reporting/monitoring procedures.To ensure that appropriate regulations are established for tendering of contracts and commitment to expenditure in line with the LA’s Standing Orders and Financial Regulations.To ensure that solvency and probity are maintained in all aspects of the financial arrangements of the school.To ensure that additional funding, such as pupil premium and sports funding, has a measurable impact on specific pupils or pupil groups.To ensure that the schools private funds, as raised through FABs, are audited annually |  | The budget is effectively managedThere is outstanding value for moneyThe auditor report confirms that all the systems in place for the financial management of the school are in keeping with good practice and DfE guidance |
| Staffing Lead | Allison Blair and Lynn Young/Shelagh O Shea/Claire Preston | To ensure that the staffing structure for the school provides outstanding education for all pupilsTo ensure that the management and leadership team have capacity to lead the school effectivelyTo monitor staff absenceTo support the leadership team with the process of appointing new staffTo support GB in holding the headteacher to account for the educational performance of the school and its pupilsTo ensure that all staff are performance managed in a timely fashionTo support the school with succession planning | To raise the standard of progress and attainment through delivering good and outstanding lessons | Teaching and learning in the school is outstandingThe school has a stable workforce that is fit for purpose |
| Health and Safety/Premises | Vacancy/Dave Shaw | To ensure that an up-to-date action plan is in place for premises and fully costed.To ensure that GB/finance committee are kept informed of the progress of the action plan and associated costsEnsures emergency procedures are in placeHealth and Safety policy is up-to-dateRisk assessments in place |  | The new building is maintained to a high standard and matches the demands for the education of pupils in the 21st century with complex learning needsThe school is compliant with Health and Safety regulations |
| Therapy | TBA/Shelagh | To ensure that the therapy structure for the school provides outstanding support for all pupilsTo support the leadership team with the process of appointing new therapistTo monitor the attendance of therapistsTo ensure that the school has the staffing capacity to effectively undertake multi-agency work to support pupilsTo monitor and evaluate interventions and update GB on the effectiveness of provisions ensuring equitabilityTo ensure that all therapist are performance managed | To raise the standard of progress and attainment through delivering good and outstanding lessons | The provision of therapy at the school is outstanding. |
| Core Curriculum | Lynn/Tim OFinnula Tracy | To ensure that the core curriculum (Eng/Maths) has clear intent that matches the needs of the pupil population.To ensure that the design of the curriculum is implemented effectively to impact on pupil progress and learningTo ensure that the curriculum is ambitious and challengingTo ensure the curriculum encompasses learning outside the classroom and is creativeTo ensure that the curriculum is review in a timely manner | To raise the standard of progress and attainment through delivering good and outstanding lessons | The curriculum is broad, rich, ambitious and challengingThe curriculum is up-to-date and delivers outstanding lessons across the schoolPupils make good and better progress |
| Parental engagementWell-being Lead | M Flynn/SheenacBen Shipton/ | To ensure that the structure for parental engagement is effective in supporting all parents engage in their child’s education.To ensure that communication between home and school is effectiveTo liaise with the lead teacher for parental engagement to alert Governors to any issues that require additional funding to support parental engagementTo work closely with the resource and finance committee to support the school to gain equitability of funding with the other special schools in EalingTo ensure the school provides a supportive culture, ethos and environment that can serve as a buffer to difficult circumstancesTo ensure teaching and learning helps students to build important life skills To ensure the school focuses on the development of skills and character traits such as self-management, compassion and team work e.g. as part of PSHE and character building educationTo ensure the school continues to build strong partnerships with parents/carers and the wider communityTo ensure the school play a key role both in providing onsite support and in providing links and referrals to more specialist support for mental health and wellbeing available in the wider community.To monitor wellbeing using an online questionnaire to create a social emotional profile | Good and outstanding progress for all pupilsTo raise students’ happiness, life satisfaction and positive functioning | Governors confident that parents and carers are fully involved in their child’s educationGovernors are confident that there are diverse opportunities for engaging parents and that these reflect the diversity of the school communityGovernors are confident that all students are feeling good, feeling that their life is going well, and feeling able to get on with their daily lives. |
| Careers Lead | Marina/Ros | To oversee the implementation of the Gatby standardTo ensure that the Gatsby standards is maintained throughout the schoolTo ensure that pupils are best equipped to leave school at 16+ with the right skills and understanding of their pathway | To ensure that students’ have a fulfilled adult life and maximise their contrubuiotn as adults in the community |  |

The Governoring Body also need to ensure the following policies and practices are reviewed as appropriate:

* + - Statement of vision/values and aims
		- Curriculum Policy
		- Freedom of Information Publication Scheme
		- Governors’ Allowances
		- Instrument of Governance
		- Register of Business Interest of Head teachers and Governors
		- Review of Staffing Structure Document
		- Special Educational Needs Policy
		- Performance Management of the Headteacher
		- Pupil premium policy

4. BENEFITS OF REGULAR SCHOOL VISITS:

Closer links between Governors and staff has potential benefits for the whole school community.

For Governors these include:

* More informed understanding of school life and practice
* Opportunities to meet and chat with the children
* Opportunities to meet staff and demonstrate Governors commitment to the school
* Be aware of the effects of change and different approaches to teaching and learning
* Seeing policies and schemes of work in action
* Finding our what resources are being used and what are needed
* Gain first hand information to assist with policy making and decision taking

For staff these include:

* Opportunities to find our more about the role of Governors
* Having an opportunity to illustrate theory and policy in outstanding practice
* Opportunity to draw attention to any issues or questions they wish to raise
* Opportunity to reflect upon practice through discussion
* Opportunity to get feedback from a critical friend

|  |  |  |
| --- | --- | --- |
|  | ALWAYS | NEVER |
| Before  | Arrange details of visit- date/timeAgree purpose of visitAgree focus for visitAgree sources of information to be considered during visitIf a lesson is to be observed discuss the context and agree role within the lesson | Turn up unannouncedTry to make contact with staff whilst they are teaching or engaged with children |
| During | Arrive on timeKeep to the agreed agendaKeep to the agreed timePlease remember confidentialityBe sensitive to the mood in the classroom and the expectations of the childrenReport to the Head any Health & Safety concerns observed immediatelyReport to the Head any safeguarding concerns immediatelyGive positive feedbackConcerns should be raised as questions rather then a challengeBe calm and enjoy the visit | Assume a different roleWalk in with a clipboardInterrupt a member of staff whilst they are with a child or classDistract children from their work |
| After | Thank the member of staff and the childrenIf you have observed a lesson or part of lesson discuss the visit with the member of staff at their convenience.Complete the pro-forma for the visit and email a copy to the Head/staff member Feedback the salient points from your visit, succinctly, at the next Governing Body  |  |

It’s important to remember that the visit is not about:

* Inspection
* Making judgements about the professional expertise of staff
* Checking on your own children
* Pursuing a personal agenda
* Arriving with inflexible pre-conceived ideas

**6 CONCLUSION:** Governors are always welcomed into the school by all staff. It is important that Governors remember to respect the staff and the children, support the Headteacher and the staff and acknowledge that they represent the full Governing Body. If the agreed principles and procedures are followed then Governors visits will be an enjoyable and worthwhile experience for all involved, and results in the effective monitoring of the school. The Governing Body is in the priviledged position of helping to ensure consistent school improvement and ultimately the progress, achievement and well-being of our children.

**BELVUE SCHOOL – GOVERNORS MONITORING FORM**

|  |  |
| --- | --- |
| Name of Governor: | Name of school contact: |
| Date of Visit: | Area of responsibility: |
| Focus of visit:  |
| Sources of information: |
| Links to school improvement plan: |
| Main findings: |
| Areas of strength: |
| Areas for Development: |
| Any action agreed:  | By who | Review date |
|  |  |  |
|  |  |  |
|  |  |  |

Signature of Governor Signature of school representative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX 6**

**Skills Audit**

How to complete the skills audit

The skills audit consists of a series of statements. Rate your level of agreement with each statement.

| **Knowledge, experience, skills and behaviours** | **strongly disagree  strongly agree** |
| --- | --- |
|  |  | **1** | **2** | **3** | **4** | **5** |
|  | **1. Strategic leadership** |
| **1** | **I am/have been a governor or trustee in another school or board member in another sector** |  |  |  |  |  |
| **2** | **I am/have been chair of a board or committee** |  |  |  |  |  |
| **3** | **I have an awareness of national education policy (e.g. school funding, curriculum, teaching and learning)** |  |  |  |  |  |
| **4** | **I have experience of the school’s local community** |  |  |  |  |  |
| **5** | **I understand the difference between strategic and operational decisions** |  |  |  |  |  |
| **6** | **I have experience and expertise in strategy development** |  |  |  |  |  |
| **7** | **I understand the principle of stakeholder engagement, e.g. seeking views and evaluating feedback from parents and staff to support the decision-making process** |  |  |  |  |  |
| **8** | **I understand the principles of risk management: how to prioritise, assess and mitigate against risks** |  |  |  |  |  |
|  | **2. Accountability** |
| **1** | **I have worked with leaders to establish expectations for improvement** |  |  |  |  |  |
| **2** | **I understand the elements that make up a broad and balanced school curriculum** |  |  |  |  |  |
| **3** | **I can interpret data and statistics relating to pupil progress and outcomes and use it to identify areas for development** |  |  |  |  |  |
| **4** | **I am confident I know enough to ask questions and challenge leaders on matters relating to educational outcomes** |  |  |  |  |  |
| **5** | **I have experience of financial planning: budgeting, monitoring and compliance** |  |  |  |  |  |
| **6** | **I understand how the financial efficiency of schools is measured and compared to similar schools** |  |  |  |  |  |
| **7** | **I know how staff are recruited to schools** |  |  |  |  |  |
| **8** | **I understand how staff pay decisions impact the school’s budget** |  |  |  |  |  |
| **9** | **I have experience of preparing for and responding to inspection and oversight** |  |  |  |  |  |
| **10** | **I understand the national performance measures that are used to monitor school performance** |  |  |  |  |  |
|  | **3. People** |
| **1** | **I regularly refer to professional advice to inform my own judgements** |  |  |  |  |  |
| **2** | **I know how to build the knowledge I need to be effective in my governance role** |  |  |  |  |  |
| **3** | **I seek to resolve misunderstanding at the earliest opportunity in order to avoid conflict** |  |  |  |  |  |
| **4** | **I can build consensus through clearly presenting my views** |  |  |  |  |  |
| **5** | **I have built strong collaborative relationships with members of the board** |  |  |  |  |  |
|  |  |
|  | **1** | **2** | **3** | **4** | **5** |
| **4. Structures** |
| **1** | **I understand how the strategic role of a governing board differs from the management responsibilities carried out by senior leaders in schools** |  |  |  |  |  |
| **2** | **I understand the distinct responsibilities of the board’s committees** |  |  |  |  |  |
| **5. Compliance** |
| **1** | **I am aware of the legal duties and responsibilities of a governor/trustee, e.g. the safeguarding of children and in respect of pupils with special educational needs and disabilities** |  |  |  |  |  |
| **2** | **I feel able to speak up if I am concerned about non-compliance** |  |  |  |  |  |
| **6. Evaluation** |
| **1** | **I have identified the areas where I need to develop my knowledge and skills as a governor/trustee** |  |  |  |  |  |
| **2** | **I seek out opportunities to improve my practice (attending training, learning from others)** |  |  |  |  |  |

**Existing governors/trustees only:**

**What contribution do you feel you have made to the governing board over the past year?**

**Please give brief details of courses you have undertaken in the past year - include governor training, work-based training/development and any other relevant development activities.**

**Are there any additional areas of the governing board’s responsibilities which you would like to contribute to in the future?**

**Training Needs Analysis**

Governing Body training needs analysis. Please complete the needs analysis below and return to the Chair of Governors

Name ………………………………………………….……. Date:……………………………………….

|  |  |  |  |
| --- | --- | --- | --- |
| Governorresponsibilities | I have nopreviousknowledge | I have someKnowledge | I Have a lot ofknowledge |
| Roles andResponsibilitiesof a Governingbody |  |  |  |
| The curriculum |  |  |  |
| SEND |  |  |  |
| FinancialManagement inSchools |  |  |  |
| Understandingschool data |  |  |  |
| Health and Safety |  |  |  |
| Safeguarding |  |  |  |
| Pupil Discipline |  |  |  |
| PerformanceManagement inschools |  |  |  |
| HR in schools |  |  |  |
| Schoolimprovementplanning |  |  |  |
| Monitoringperformance |  |  |  |
| Accountability |  |  |  |

**APPENDIX 7**

**School Development Plan**

**Priorities for the coming year:**

Priority 1: To raise the standard of progress and attainment through introducing and imbedding the following initiatives:

* Introduction and embedding of Gsuite/ updated e-safety policy - JV/Jag
* Home Learning Policy – SOS
* De-colonialisation of the curriculum – Senior Leadership Team
* Introduction and embedding of the online reading scheme - MYON – Finnula
* Implementation of accelerated reading – an on line reading assessment and teaching tool
* Developing further working memory & visual perception to enhance learning skills
* Standardise the visuals and communication environment – SALT
* Introduce Zones of regulation to support pupils learning and behavior - SALT
* Continue to develop and prioritise learning outside the classroom – ALL

Priority 2 Implementing the new structures and systems to keep our community safe – SOS/All

Priority 3: Strengthen the role of the Governing Body in strategic planning

Priority 4: To embed the Classroom monitor and effectively use the data produced to support School Improvement and identify any pupils falling behind expected levels of progress.

Priority 5: Communication with parents - SM

**An overview of the rational for each priority**

**Priority 1**

The school has been focusing on ensuring that teaching and learning provides a service to our pupil that has an outstanding impact on pupil progress. Work still needs to be undertaken to make teaching and learning even better. For example, in recent years the school has seen its pupil population become more complex and challenging. To ensure that learning is maximised for these young people there will be a focus on developing staff skills in this area with a particular focus on communication and the learning needs of the SLD complex pupils and increasing staffs confidence in using Makaton consistently. The school will also review the current therapy structure to ensure that these services support this work.

In the light of the Sutton report on the use of teaching assistants the school has undertaken a considerable amount of work to ensure that the impact of work of TA is maximised in the classroom. Further work needs to be undertaken to ensure that all TA have the necessary skills in literacy and numeracy to undertake high quality diagnostic interventions in the learning arena. To this end, the school is pursuing the goal of ensuring that all TA have Level 2 qualifications in literacy and numeracy and that all TA’s undertake training in either the catch up literacy or catch up numeracy interventions.

The Ofsted inspection in October 2016 identified the need to ensure that the quality of teaching is improved so that groups of pupils, particularly the most able within any class, are challenged to achieve as much as they possibly can. To further the work in this area the school has introduced learning journeys to support effective planning, pupil self-assessment, differentiation and evidence of pupil progression. Learning journeys also identify success criteria. The school now want to develop this process further, by identifying skills for learning to enhance the focus of learning for pupils with more complex needs.

The school is also working on improving its teaching of reading and incorporating the skills for learning into the timetable, including working memory and visual perception.

The whole school curriculum will continue to be reviewed to ensure that the intent, implementation and impact is maximised for all pupils.

Research has identified that staff well-being is a key contributor to effective teaching and learning. The school has an excellent record of staff retention, however staff well-being is an area that is also under review.

**Priority 2:**

Keeping our school community safe from CONVID-19 will have a major impact on the working of the school, including routines and the delivery of the curriculum. Our priority is to ensure maximum safety whilst delivering a broad, balanced and enriched curriculum.

**Priority 3 :**

The Ofsted inspection in October 2016 also identified the need for governance to improve by: – strengthening governors’ awareness of the working life of the school – developing governors’ skills and knowledge so that they are able to ask sharply focused questions which challenge leaders to improve pupils’ outcomes further. The membership of the Governing Body has dwindled over the past four years, following a re-constitution. The focus this year will be to ensure that new Governors have the right skill set to undertake their role and responsibilities.

Following the restructuring of the Governing Body, Governors have received a number of training sessions on their role and responsibilities. As a result, Governors now work constructively as a team; they ensure clarity of vision; ethos and strategic direction; hold the headteacher to account for the educational performance of the school and its pupils, safeguarding and the performance management of staff and oversee the financial performance of the school and making sure its money is well spent. The Governors recognise that they could be even better with a full complement of members coupled with further training based on their needs and skills analysis.

The Governors have identified the following strategic roles to develop further strategic vision:

* Safeguarding lead
* Post 16/Vocational Education lead
* Pupil progress Lead
* Finance Lead
* Staffing Lead
* Expansion/health and safety Lead
* Therapy and extended school offer

**Priority 4:**

The school has spent a considerable amount of quality time revising the curriculum in line with the demands of the new National Curriculum and entry level requirements at the end of Key Stage 4 and 5. The curriculum is now diverse, challenging and creative with a focus on preparing pupils for an independent and quality life beyond school. Our curriculum is constantly reviewed to ensure its relevance and impact for pupils and is closely aligned with the four outcomes (Good Health, Employment, (Friends, relationship and community) and independent living) identified in Preparing for Adulthood. Assessment without levels based on Key Performance Indicators or I can statements has now been developed to track pupils progress, identify pupils not making expected levels of progress and to set challenging targets. It is vital that this system is rigorous and fit for purpose, to achieve this staff are working together to ensure that there is consistency across all subjects and key stages. Classroom monitor has been selected to support the collection and storage of evidence and data against the KPI. The school has now incorporate target setting into this system and the process of extrapolating data for analysis both at an individual level and school level has begun. It is now imperative that this information is used effectively to support pupils at an individual and whole school level.

In the light of changes to the entry level qualifications and with the withdrawal of many qualifications it has been decided that the school needs to reintroduce Records of Achievement to capture the progress and achievement of all aspects of the pupil’s life at school.

**Priority 5:**

Our partnership working with parents is of particular importance this year as we continue to operate within a pandemic. We will therefore need to find safe and creative ways to engage with parents to ensure that they can fully support their child with their learning, development and independence. As a school community we also need to accurately and in a timely fashion recognise and support any families that are falling into social, emotional or financial difficulty, given the current situation

**APPENDIX 8**

**Privacy Notice for Governors Belvue School**

Belvue School is committed to protecting the privacy and security of your personal information. This privacy notice describes how we collect and use personal information about you during and after your work relationship with us, in accordance with the UK General Data Protection Regulation (UK GDPR).

Following Brexit, Regulation (EU) 2016/679, General Data Protection Regulation (GDPR) is retained EU law and known as UK GDPR. The UK GDPR sits alongside an amended version of the Data Protection Act 2018 that relate to general personal data processing, powers of the Information Commissioner and sanctions and enforcement. The GDPR as it continues to apply in the EU is known as EU GDPR.

It applies to governors and volunteers.

**Who Collects This Information**

Belvue School is a “data controller.” This means that we are responsible for deciding how we hold and use personal information about you.

We are required under data protection legislation to notify you of the information contained in this privacy notice. This notice does not form part of any contract of employment or other contract to provide services and we may update this notice at any time.

It is important that you read this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about you, so that you are aware of how and why we are using such information.

**Data Protection Principles**

We will comply with the data protection principles when gathering and using personal information, as set out in our data protection policy.

**The Categories of Information That We Collect, Process, Hold and Share**

We may collect, store and use the following categories of personal information about you: -

* Personal information and contact details such as name, title, addresses, date of birth, phone numbers and personal email addresses;
* Emergency contact information such as names, relationship, phone numbers and email addresses;
* Education details;
* DBS details;
* Employment details;
* Information about business and pecuniary interests;
* Information acquired as part of your application to become a governor;
* Criminal records information as required by law to enable you to work with children;
* Information about your use of our IT, communications and other systems, and other monitoring information;
* Photographs;
* Images captured by the School’s CCTV system;
* Video recordings capture by the School’s video conferencing platform;

**How We Collect This Information**

We may collect this information from you directly, from the DBS, other employees and professionals we may engage, automated monitoring of our websites and other technical systems such as our computer networks and connects, CCTV and access control systems, remote access systems, email and instant messaging systems, intranet and internet facilities.

A majority of the information that we collect from you is mandatory, however there is some information that you can choose whether or not to provide it to us such as photos and consent for video recordings. Whenever we seek to collect information from you, we make it clear whether you must provide this information (and if so, what the possible consequences are of not complying), or whether you have a choice.

**How We Use Your Information**

We will only use your personal information when the law allows us to. Most commonly, we will use your information in the following circumstances: -

* Where you have provided your consent;
* Where we need to perform the contract we have entered into with you;
* Where we need to comply with a legal obligation (such as health and safety legislation and under statutory codes of practice);
* Where it is needed in the public interest or for official purposes;
* Where it is necessary for our legitimate interests (or those of a third party) and your interests, rights and freedoms do not override those interests.

We need all the categories of information in the list above primarily to allow us to comply with our legal obligations and to enable us as a School to perform our public task. Please note that we may process your information without your knowledge or consent, where this is require or permitted by law.

The situations in which we will process your personal information are listed below: -

* To determine appointment and suitability as a governor;
* To deal with election of governors;
* To comply with safeguarding obligations;
* To provide details on our website or online databases about governors;
* To communicate with third parties and other stakeholders to the School;
* For business management and planning purposes (including accounting, budgetary and health and safety purposes;
* For financial purposes (such as expenses);
* To deal with any complaints/investigations as required;
* When you sit on a panel or committee, name and comments as well as decisions made;
* To send communications in your role as governor;
* For education, training and development requirements;
* In order to review governance of the School;
* In order to comply with any legal dispute or any legal obligations;
* In order to comply with regulatory requirements or health and safety obligations;
* To ensure system security, including preventing unauthorised access to our networks;
* To monitor use of our systems to ensure compliance with our IT processes;
* To receive advice from external advisors and consultants;
* To liaise with regulatory bodies (such as the DfE, DBS); and
* Dealing with termination of your appointment;

Some of the above grounds for processing will overlap and there may be several grounds which justify our use of your personal information.

If you fail to provide certain information when requested, we may be prevented from complying with our legal obligations (such as to ensure health and safety). Where you have provided us with consent to use your data, you may withdraw this consent at any time.

We will only use your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use your personal information for an unrelated purpose, we will notify you and we will explain the legal basis which allows us to do so.

**How We Use Particularly Sensitive Information**

Sensitive personal information (as defined under the UK GDPR as “special category data”) require higher levels of protection and further justification for collecting, storing and using this type of personal information. We may process this data in the following circumstances: -

* In limited circumstances, with your explicit written consent;
* Where we need to carry out our legal obligations in line with our data protection policy;
* Where it is needed in the public interest, such as for equal opportunities monitoring;
* Where it is needed in relation to legal claims or where it is necessary to protect your interests (or someone else’s interests) and you are not capable of giving your consent.

**Criminal Convictions**

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where it is necessary to carry out our legal obligations. We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so.

Where appropriate we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of working for us.

**Sharing Data**

We may need to share your data with third parties, including third party service providers where required by law, where it is necessary to administer the working relationship with you or where we have another legitimate interest in doing so. These include the following: -

* Government departments or agencies
* The Local Authority
* Suppliers and Service providers
* Professional advisors and consultants
* The Department for Education
* Law enforcement
* Support services;
* DBS.

Information will be provided to those agencies securely or anonymised where possible.

The recipient of the information will be bound by confidentiality obligations, we require them to respect the security of your data and to treat it in accordance with the law.

Belvue School is a maintained school and reports to Ealing Council’s school governance service. The Local Authority has a statutory responsibility to oversee the governance arrangements for its schools and therefore governor data is passed on to them to fulfil its legal obligations. A copy of the current privacy notice for Ealing Council School Governance Service is available here [GDPR governance final May 2018.pdf (egfl.org.uk)](https://www.egfl.org.uk/sites/default/files/GDPR%20governance%20final%20May%202018.pdf)

**Retention Periods**

Except as otherwise permitted or required by applicable law or regulation, the School only retains personal data for as long as necessary to fulfil the purposes they collected it for, as required to satisfy any legal, accounting or reporting obligations, or as necessary to resolve disputes.

The legally required period for retaining governor records is 6 years.

Retention periods for other items such as CCTV, DBS, Photographs, emails, signing in records and other items are detailed in the Schools Data Retention Policy.

**Security**

We have put in place measures to protect the security of your information (i.e. against it being accidentally lost, used or accessed in an unauthorised way). In addition, we limit access to your personal information to those employees, agents, contractors and other third parties who have a business need to know. Details of these measures are available in the Schools Data Protection Policy and Schools Finance Handbook.

Permitted third parties will only process your personal information on our instructions and where they have agreed to treat information confidentially and to keep it secure.

We have put in place procedures to deal with any suspected data security breach and will notify you and any applicable regulator of a suspected breach where we are legally required to do so.

**Your Rights of Access, Correction, Erasure and Restriction**

It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Under certain circumstances by law you have the right to: -

* Access your personal information (commonly known as a “subject access request”). This allows you to receive a copy of the personal information we hold about you and to check we are lawfully processing it. You will not have to pay a fee to access your personal information. However we may charge a reasonable fee if your request for access is clearly unfounded or excessive. Alternatively we may refuse to comply with the request in such circumstances.
* Correction of the personal information we hold about you. This enables you to have any inaccurate information we hold about you corrected.
* Erasure of your personal information. You can ask us to delete or remove personal data if there is no good reason for us continuing to process it.
* Restriction of processing your personal information. You can ask us to suspend processing personal information about you in certain circumstances, for example, if you want us to establish its accuracy before processing it.
* To object to processing in certain circumstances (for example for direct marketing purposes).
* To transfer your personal information to another party.

If you want to exercise any of the above rights, please contact the Headteacher in writing.

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

**Right to Withdraw Consent**

In the limited circumstances where you may have provided your consent to the collection, processing and transfer of your personal information for a specific purpose, you have the right to withdraw your consent for that specific processing at any time. To withdraw your consent, please contact the Headteacher. Once we have received notification that you have withdrawn your consent, we will no longer process your information for the purpose or purposes you originally agreed to, unless we have another legitimate basis for doing so in law.

**How to Raise a Concern**

We hope that the Headteacher can resolve any query you raise about our use of your information in the first instance.

We have appointed a data protection officer (DPO) to oversee compliance with data protection and this privacy notice. If you have any questions about how we handle your personal information which cannot be resolve by the Headteacher, then you can contact the DPO on the details below: -

Data Protection Officer: Judicium Consulting Limited

Address: 72 Cannon Street, London, EC4N 6AE

Email: dataservices@judicium.com

Web: www.judiciumeducation.co.uk

Lead Contact: Craig Stilwell

You have the right to make a complaint at any time to the Information Commissioner’s Office, the UK supervisory authority for data protection issues.

**Changes to This Privacy Notice**

We reserve the right to update this privacy notice at any time, and we will provide you with a new privacy notice when we make any substantial updates. We may also notify you in other ways from time to time about the processing of your personal information.