



GOVERNORS' HANDBOOK

2015/16

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LETTER FROM THE CHAIR OF GOVERNORS

September 2015

Dear Colleague,

Welcome to the Governing Body of Barrow Hedges.

We are a team of hard working people from different backgrounds reflecting the many different interest groups in our school community. But we all have one thing in common – our belief that our children have the capacity to achieve and our desire to ensure that we do everything possible to help them do so.

Our vision is: To be an outstanding primary school which is the school of choice for the local community producing well balanced, ambitious and principled children, primed for the challenges ahead.

I know that you will be receiving a large number of documents about your new role as a governor and hope that you will find this Barrow Hedges Handbook a useful introduction to our school and the work of our Governing Body.

Being a governor is not always easy but certainly for me the personal satisfaction gained from being involved with our school and making a difference is very rewarding. I hope that this will be your experience too.

Thank you for volunteering to join our Governing Body. I am looking forward to working with you.

Yours sincerely

Mike Smith
Chair of Governors



“BELIEVE TO ACHIEVE”

Our Vision

To be an outstanding primary school, which is the school of choice for the local community producing well balanced, ambitious and principled children, primed for the challenges ahead.

Our Mission

At Barrow Hedges we believe that there is no limit to what our pupils can achieve. We nurture the potential talents of all our pupils. Through high achievement and a love of learning, our pupils leave us ready to make a valued contribution to society.

Our Core Values

Care
Honesty
Responsibility
Respect

Our Guiding Principles

- To develop well balanced children who have a broad range of experiences, a thirst for learning and are well prepared for the next step of their journey.
- Our children will demonstrate resilience, adaptability and preparedness to take risks.
- Our children will have a strong moral compass with a positive attitude towards others.
- We will provide a high quality, coherent, broad and balanced curriculum for 3 to 11 year olds which is delivered and supported by outstanding teaching and wider opportunities.
- We have high aspirations for all of our children.
- We seek to be first class with excellent leadership, well qualified and knowledgeable staff who are committed to improvement.
- We strive to provide a stimulating, nurturing environment in which to learn, work and play safely.
- We see parents, carers and others in the local community as integral to the life of the school and will seek to involve them as much as possible in our work.
- We will ensure that our resources are managed efficiently and deployed where they give maximum benefit to the children.



1. INTRODUCTION

Welcome to your new role as a Barrow Hedges Primary School Governor.

Whilst this handbook has been compiled with new governors in mind it is of continuing value to all governors as it includes matters such as our Governing Body's code of practice and some key policies and procedures relating to the Governing Body.

We particularly commend to you the National Governors' Association (NGA) booklet "Welcome to Governance" which you will be sent. It provides an excellent overview of the roles and responsibilities of governors and governing bodies. This handbook seeks to supplement that booklet by providing information, which is specific to Barrow Hedges.

To do the job of a school governor properly will involve time and effort on your part but at Barrow Hedges it is generally found to be a rewarding and enjoyable role. There are four main contributions you will need to make:

- Attend meetings and take an active part in them - generally three full governing body meetings per year (evening) and also termly committee meetings (late afternoon/early morning) for at least one committee.
- Attend governor induction training and other training as appropriate.
- Help make informed strategic decisions – particularly aided by attendance at the annual School Improvement Planning Conference on a February weekday morning. This is a key meeting for understanding and participating in the strategic planning for the next year.
- Get to know the school and its staff and pupils - two governors' days per year give an opportunity to see the school "at work" for part or all of the day. Governors are also invited to school events such as Christmas and musical performances etc.

More details are provided in the following sections.

a) Responsibilities

The role of the Governing Body is a strategic one. Its key functions are to:

Establishing the strategic direction, by:

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

Ensuring accountability, by:

- Appointing the Headteacher
- Monitoring progress towards targets
- Performance managing the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained

The Headteacher is responsible for the internal organisation, management and control of the school and the implementation of the strategic framework established by the governing body. Included, as Appendix A is the Barrow Hedges Primary School Terms of Reference for the Full Governing Body.

b) Accountability



The Governing Body is accountable to the public and to parents for the way in which the school is directed and managed.

Our school newsletter, Barrow Hedgelines, and our website are both used to provide parents with information about the school's activities.

We seek parents', children's, governors' and staffs' views by sending out annual questionnaires, before preparation of the School Improvement Plan (SIP), asking for views on a variety of issues.

2. ADVICE, TRAINING AND SUPPORT

a) Induction

We recognise the importance of your being supported in getting to grips with your new role as a governor. Your induction into the role includes the following:

- Direct contact from the Chair of Governors once you are appointed/elected.
- Introductory meeting with the Headteacher and Chair of Governors.
- Direct contact from the Governor's Training Representative, particularly to ensure that you feel comfortable with practical arrangements for you attending your first meeting.
- Receipt of materials directly from the school e.g. the School Improvement Plan (SIP).
- Receipt of materials from the Local Authority.
- "Welcome to New Governors" induction sessions offered by the London Boroughs of Sutton and Merton joint Training And School Government Team which you are asked to attend.
- The opportunity to attend individual committee meetings to help you decide which one(s) you would like to join after attending your first Full Governor Body meeting.
- Informal opportunities to chat with more experienced governors about the school and role that you share.

You can also expect to be supported at your first Full Governing Body meeting, usually by the Governors' Training Representative, and introduced to all other governors.

b) Training opportunities

We support the NGA's view that induction training should be mandatory for all governors. We also ask all governors to continue to undertake training appropriate to the roles they assume.

Barrow Hedges purchases the governor training package provided by the London Boroughs of Sutton & Merton Training and School Government team. This enables governors to attend an unlimited number of courses, free of charge.

A programme of training sessions can be accessed, together on the London Boroughs of Sutton and Merton joint CPD website website: www.samscpdonline.org

You will receive login details from the School. Please see Appendix B for the step-by-step guide to booking a course.

A particularly valuable training opportunity is the Barrow Hedges annual whole Governing Body training session, usually also attended by the School's senior leadership team (SLT). In recent years, this has focused on developing and updating the school's self-evaluation form [SEF], developing the vision and guiding principles and updates on the Ofsted framework.

c) Resources

A list of other references and useful resources are contained in Appendix C and a list of other information you will receive from the school is attached as Appendix D.



3. CODE OF PRACTICE FOR GOVERNORS

a) General

- We have responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the school operates.
- We recognise that the Headteacher is responsible for the implementation of policy, day-to-day management of the school and the implementation of the curriculum.
- We accept that all governors have equal status, and although appointed by different groups (i.e. parents, staff, LEA) our overriding concern will be the welfare of the school as a whole.
- We have no legal authority to act individually, except where the Governing Body has given us delegated authority to do so.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and shall be seen to be doing so.
- We will consider carefully how our decisions may affect other schools.

b) Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the Governing Body, attend regularly, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot we will explain in full, in advance, why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will consider seriously our individual and collective needs for training and development and will undertake relevant training.

c) Relationships

- We will strive to work as a team.
- We will seek to develop effective working relationships with the Headteacher, staff, parents, the LEA and other relevant agencies and the community.

d) Confidentiality

- We will observe complete confidentiality when required or asked to do so by the Governing Body, especially regarding matters concerning individual staff or students.
- We will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the school arises outside the Governing Body.

e) Conduct

- We will encourage the open expression of views at meetings, but accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that we will not speak out against majority decisions in public or private outside the Governing Body.
- We will only speak or act on behalf of the Governing Body when we have been specifically authorised to do so.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the Governing Body.
- Our visits to school will be undertaken within the framework established by the Governing Body and agreed with the Headteacher.
- In discharging our duties we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school.



f) Conflicts of Interest

- We will record any pecuniary or other business interest that we have in connection with the governing body's business in the Register of Business Interests.
- We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

Governors will be asked to sign the Code of Practice at the first Governing Body meeting of each school year.

4. DEALING WITH DIFFICULT ISSUES

When dealing with difficult or sensitive issues or information governors must be alert to problems that can be caused by the response they make. Governors must respond in a way that avoids misunderstanding or further difficulty because this can:

- damage relationships
- undermine the role of the Headteacher
- prejudice the proper formal processes
- leave governors open to complaint because of inappropriate intervention
- lead to a conflict of interest(s)

Situations that are most likely to give rise to difficulty for a governor are where a governor acts independently outside of established procedures. These situations could arise where governors:

- are approached directly by a parent with a concern or complaint
- are asked as an individual for an opinion or view on a sensitive issue outside governors' meetings
- either initiate or are asked to initiate action as a governor outside agreed procedures
- comment on their concerns to staff or other parents
- are approached directly by a member of staff with a concern or complaint
- are passed information by a member of staff which is sensitive or confidential

The action that is likely to prove most satisfactory in the long run for all concerned is to:

- explain that as an individual governor you have no authority to take it further and depending on whom they have already dealt with, refer the person to the class teacher, the Headteacher or the Chair of Governors.
- explain there is a proper process or procedure for dealing with such issues and these must be followed in everyone's interest.
- explain that it is inappropriate for that person to approach you or share that information and refer that person back to the Headteacher.

Governors should not discuss personnel or professional issues with individual staff or pupils outside of the agreed structure for meetings or school visits.

In situations where governors themselves have concerns about an aspect of school life it is essential that the governor recognises the respective roles of the Governing Body and of the Headteacher. These concerns should not be discussed with a member of staff, parents or pupils but should in the first instance be discussed with the Headteacher.

If it is necessary to have these discussed further then the Chair of Governors should be informed and the Headteacher notified of this. If a governor wishes to raise an issue for discussion at a governors' meeting then this must be notified in advance to the Chair and should not be raised at a meeting without notice being given.

In all situations, if governors are unsure of what course of action to take they should contact the Headteacher or the Chair of Governors.



5. COMPLAINTS PROCEDURES

The Governing Body has adopted the policy formulated by the Local Authority for dealing with complaints about schools for all categories of complaint. The full policy is available on the school website or from the school office. The Governing Body has nominated the Chair of Governors to act on its behalf as mediator during the informal stage of the complaints procedure.

Complaints are infrequent at Barrow Hedges and have not proceeded beyond the informal stage in recent years.

6. THE GOVERNING BODY

a) The Governors

We have determined the size and membership of the Barrow Hedges Governing Body as follows:

Parent Governors	3
Staff Governor	1
Headteacher	1
Local Authority Governor	1
Co-opted Governors	8

(Governors have agreed that 1 of the co-opted governor appointments made by the Governing Body will be a member of staff chosen by the staff and 2 will be prioritised for parents.)

The breadth of experience, knowledge and perspectives that different types of governor bring to the Governing Body enables the body to perform its role effectively. The Governing Body uses its skills audit to inform recruitment.

With the exception of the Headteacher, Governors have a term of office of four years, with the possibility of renewal.

b) Full Governor Meetings

The Governing Body's business is carried out through formal meetings. We hold a Full Governing Body meeting towards the end of each term. These meetings are where the Governing Body discusses issues and makes decisions. It is absolutely vital that all members make every effort to attend meetings.

c) Delegation of responsibilities

The Governing Body delegates many of its responsibilities to committees, a governor or the Headteacher. These delegations are set out in our Scheme of Delegation of Powers, which is reviewed annually in the autumn term by the Governing Body.

Where delegation of functions to a committee or individual takes place, the Full Governing Body remains accountable for any decisions taken. Those taking on delegated functions must report to the governing body on decisions taken; this is primarily done through the Full Governing Body receiving committee reports and recommendations at each of its meetings.

The Chair of Governors has the power to take Chair's action on specific items of business between scheduled meetings. Again, the action taken is reported at the next Full Governor Body meeting.

Individual governors have no responsibility or power: the Governing Body is a corporate body, of which you form a part as an individual governor, and which has a separate legal identity from its individual members. Provided the Governing Body makes joint decisions in good faith and in line with all available advice, individual governors are not held personally liable for those decisions.



d) **Delegated bodies**

Most of the work of the Governing Body is delegated to our 2 main committees, which meet at least once per term:

- Curriculum and Standards
- Resources

The committees enable the Full Governing Body to manage its business efficiently and effectively, allowing detailed consideration to be given to specific areas of business. The committees make recommendations for consideration and approval by the full governing body.

Delegations and Terms of Reference for each committee are reviewed annually at the autumn term Full Governing Body meeting.

In addition, other committees and panels may be convened when required. Small short-life working groups are formed to undertake specific pieces of work on the full governing body's behalf. Again, these are set up by the Full Governing Body and submit recommendations for its consideration and approval.

Individual governors are appointed as Link Governors to have oversight of particular aspects of the school and report back to the committees.

For full details of committees, panels and individual roles, see listings attached to the minutes of the Full Governing Body meetings (Enclosure B).

7. **COMMITTEES**

a) **Committee Membership**

The Full Governing Body reviews the membership of all committees and panels annually.

The Full Governing Body also determines the Chair and Vice-Chair of each committee. Our aim is that each committee has a membership drawn from a cross section of the governor categories and that its members provide a broad base of experience and knowledge. We may enhance this base by co-opting non-governors as members. In such cases the Full Governing Body decides whether these members are voting members.

Every new governor is invited in their first term of office to both committees as an observer before their membership of a committee is confirmed.

b) **Quorum**

The quorum for all committees is 3 governors.

c) **Meetings**

Committees meet at least once a term or as required. Committees meet prior to the Full Governing Body meeting so that recommendations and proposals can be put to the full meeting during the same term.

When the Full Governing Body meets in the second half of each term the minutes of each Committee are included in the briefing package for the meeting. The Chair of each committee speaks briefly about the committee minutes at the FGB meeting and highlights issues requiring the FGB's attention.

A calendar of meeting dates for the subsequent year is proposed at the autumn term Full Governing Body meeting.



d) Clerking

We are legally bound to keep minutes of Full Governing Body and committee meetings and to appoint a clerk to the Governing Body and each Committee. We have a Clerk of Governors for our FGB meetings who can also advice on procedural issues. Our committee meetings are professionally minuted, however, in their absence, a clerk will be appointed from the governors present

It is essential that minutes accurately reflect the discussion that took place, including how governors challenged and supported the Headteacher and the school, and any outcomes or actions that were agreed.

e) Timetable for agenda and minutes

Agenda and relevant papers will be distributed to all committee members 7 days prior to the meeting.

Approved Minutes will be passed to the School within 7-14 days of the meeting or earlier if required by the timetable for distribution of Full Governing Body meeting papers.

8. ADMINISTRATIVE PROCEDURES FOR COMMITTEES

The Governors' Planning Group (which is Chairs and Vice-Chairs of FGB and Committees) meets at the start of each term, to plan the agendas for that term and co-ordinate the business of the governing body.

<p>Immediately following the Governors' Planning Group meeting</p>	<p>The Committee Chair will liaise with the Headteacher with regard to any papers that are required for the meeting(s) that term and ensure all are clear about the deadlines for producing these papers. The Chair is responsible for agreeing the deadlines with the Headteacher and ensuring that they have seen the final drafts before the final agenda is distributed (for guidance it would be best to see drafts when issuing the first draft agenda).</p>
<p>Two weeks before meeting</p>	<p>Issue reminder to committee members of the forthcoming meeting, remind them of the need to notify you if they are unable to attend (and if so why) and ask if there are any matters they wish to place on the agenda. At this point you should share the first draft agenda. You should set a time limit on responses, usually three or four days, to allow for preparation of final draft agenda.</p>
<p>At least eight days before the meeting</p>	<p>Arrange to discuss the draft agenda with the Headteacher to finalise in readiness for the meeting. A key purpose of this discussion is to:</p> <ul style="list-style-type: none"> • agree any additional items for the agenda • agree the purpose of each item • agree any items that might need to be handled in the confidential section of a meeting • determine whether there is sufficient information to make any necessary decisions and, if there is insufficient, agree either how this can be rectified in time for the agenda distribution or whether the decision can be made at an alternative forum (possibly FGB) • identify any items that need to be withdrawn from the agenda because there is some reason it should not be discussed at this point • agree if any of the papers should be issued in hard copy (typically if they are highly confidential or require A3 printing) • allocate time slots for the meeting. <p><i>N.B. If an item is being removed from an agenda having been agreed at the</i></p>



	<p><i>Planning Group, the Chair should notify the Chair of Governors as soon as possible so that due consideration can be given to how best to handle any decisions that may ensue.</i></p> <p>The Chair should also consider any apologies received and check that the meeting will be quorate.</p>
Seven days before meeting	<p>Distribute the agenda and all papers relevant to the committee members and any other relevant persons (e.g. members of SLT and the clerk). <i>(It is intended that the circulation of papers will be handled through the Headteacher's PA but the Chair of the Committee needs to give the green light.)</i></p> <p>Remind committee members that if any urgent matter arises in the seven days leading up to meeting that they feel need to be addressed at that meeting that they contact the Chair to request an item under AOB.</p>

9. SCHOOL FUNDING

The school's revenue funding is received from the Local Authority. In 2015/16 the total funding was over £2.4m. Our balance brought forward at 1 April 2013 was only £33,595. The greatest cost for the school is staffing at over £1.9m. School budgets are expected to become more challenging over the next few years.

10. POLICIES

Policies are one of a Governing Body's key tools for carrying out our responsibility for setting the strategic direction of the school. Policies are reviewed regularly, often with little need for amendment. Occasionally a need arises to develop a new policy or significantly revise an existing policy. A few governors will often contribute to this process.

The Headteacher, in the day-to-day management of the school and delivery of the curriculum, is responsible for implementing the policies, plans and procedures agreed by the Governing Body.

Many of the policies can be found on the school website.

11. SCHOOL IMPROVEMENT PLANNING – MAKING A DIFFERENCE

The School Improvement Plan (SIP), which identifies priorities and plans for the forthcoming year, forms a key element of the Governing Body's strategic overview.

The Headteacher, staff and governors work together to produce the annual SIP during the spring term. All governors are invited to join all staff at the annual SIP Conference on a February weekday morning (an INSET day for the school) where the past year is reviewed and key issues and plans for the forthcoming year are identified.

If you can spare only one working day to visit the school, then this is the day you should prioritise.

The full cycle of monitoring and evaluation activity by governors and others, including updating and review of the school Self Evaluation Form (SEF) is included in the SIP.

12. VISITING THE SCHOOL

It is important for all governors to take up opportunities to visit Barrow Hedges to develop their understanding of how the school works. This is of particular importance for new governors. However, individual governors do not have an automatic entry to the school.



Barrow Hedges organises 'Governor Days' twice a year (usually in the Autumn and Summer terms). These enable governors to see the school 'in action', to meet with staff and pupils, and to become known by the school community.

You can also make individual arrangements to visit the school in liaison with the Headteacher. This can be particularly valuable for

- New governors – to begin to get to know the Headteacher and other teaching and non-teaching staff and to familiarise yourself with the school (if not known already)
- Governors who take on particular roles (e.g. link governor for Maths, English etc.)
- Governors who find difficulties in participating in the 'Governor Days' because of work/care commitments, etc.

13. FRAMEWORK FOR SCHOOL VISITS BY GOVERNORS

The following points outline the framework agreed with the Headteacher for school visits by governors.

a) Value of Visiting

- Observe the range of attitudes, behaviour and achievements of the children
- Understand the views and values of the staff and children
- Evaluate the resources and the environment of the school
- Gain first-hand information to assist policy making and decision taking
- Become known and demonstrate commitment to Barrow Hedges
- Observe the operation of policies
- Give active support to the activities of the school
- Show support to the Headteacher and her staff

b) During the Visit

- Beware giving opinions
- Acknowledge that you represent the full governing body. As an individual governor you are a guest of the school
- Remember to respect the professionalism of the teachers and to respect the children
- Refer any concerns to the Headteacher or Leadership Group

c) Following the Visit

- Complete a "Governor's Visit Record" form
- Ask questions: What, Why, How, Where?
- Ask for clarification of what you have seen, if necessary
- Use the information gained to inform decision making

14. GOVERNORS' ALLOWANCES POLICY

In exceptional circumstances governors may claim an allowance, within the provisions of The Education (Governors' Allowances) (England) Regulations 2003, to meet actual and reasonable expenditure which has been incurred for child care or babysitting; care arrangements for an elderly or dependant relative; support for governors with special needs (e.g. audio equipment); support for governors whose first language is not English (e.g. translations); telephone charges, photocopying, stationery etc.; travel from the governor's home to the school for meetings or other *bona fide* appointments; subsistence (i.e. reimbursement for meals purchased that would not have otherwise been bought).

Approval of any claim for an allowance should be sought in advance from the Chair of Resources Committee.

The Governors' Allowances Policy is reviewed annually in the autumn term upon the recommendation of the Resources Committee.





APPENDIX A

Terms of Reference for Full Governing Body

The Governing Body of Barrow Hedges Primary School adopts the School Governance (Procedures) Regulations 2003 and the School Governance (Constitution) Regulations 2007, as defined in the Governors' Guide to the Law.

Membership

The membership of the Governing Body is specified in the Instrument of Government.

Quorum

The quorum for the Full Governing Body meeting and vote must be one half (rounded up to a whole number) of the complete membership of the Governing Body **excluding** any vacancies.

Meetings

The Full Governing Body shall elect its own Chair and Vice-Chair at the beginning of the academic year, unless the office of chair or vice-chair becomes vacant, when a new chair or vice-chair will be appointed at the next meeting.

The Full Governing Body will decide on the chair and vice-chair's term of office before the election,

There will be at least 3 meetings of the Full Governing Body each year.

The agenda and related papers will be circulated to members at least seven days before the meeting.

The minutes shall be circulated to members as soon as possible after each meeting.

Every question to be decided at a meeting of the governing body is to be determined by a majority of the votes of governors present and voting on the question. Governors are allowed to vote remotely, eg by conference call or via Skype etc.

Responsibilities

- To elect a chair and vice-chair.
- To review these terms of reference at the first meeting of the academic year.
- To be responsible for the constitution of the Governing Body, the appointment and removal of the chair and vice chair, the appointment and dismissal of the clerk, the suspension of individual governors and the establishment of committees. (These functions cannot be delegated.)
- To review the delegation of functions to committees on an annual basis.
- To oversee the delegated work of all committees and working parties by receiving reports on all actions taken and decisions made.
- To appoint new governors, where appropriate.
- To appoint the Headteacher and Deputy Headteacher.
- To ensure that all statutory and legal requirements are met by the school and that appropriate policies and monitoring processes are in place.
- To act with honesty and integrity and be ready to explain any actions and decisions to staff, pupils, parents and anyone with a legitimate interest in the school.
- To set aims and objectives for the school.
- To adopt policies and set targets in order to achieve the aims and objectives for the school.
- To set, agree and monitor a balanced budget each financial year for the school and ensuring financial integrity.
- To ensure the school's internal financial procedures are reviewed annually through the finance committee and are adhered to by all staff with financial management responsibility ensuring financial duties of staff is clearly described to avoid potential conflicts.
- To approve the Statement of Internal Control on an annual basis based on supporting evidence provided by the finance committee.
- To review the remuneration limits of the Headteacher and Finance committee, on an annual basis.
- To take out insurance cover (as part of the whole school's cover through the Local Authority) for its potential for negligence in carrying out its responsibilities.
- To agree that any opinion given by a governor should not be held to be a professional opinion.

Last reviewed: November 2015



APPENDIX B

Booking on a Course – Step by Step Guide

Step 1

Log on to the London Boroughs of Sutton and Merton CPD website at www.samscpdonline.org

Step 2

Click on the search events tab on the top menu

Step 3

Select Governors in the target audience box and click search. The list of courses will appear below.

Step 4

All the details about the course can be found by clicking once on the course title. This information includes the target audience and if it is a specific Merton or Sutton course only.

Step 5

Courses can be booked by selecting “request a place”. The form should be completed automatically with your details.

A separate application must be made for each course.

You will be asked for your use name and log in. You should have received this from Governor Services at The London Borough of Sutton. If there is any problem please contact the Training Governor.

Confirmations

Please note that acknowledgements will not be sent when the bookings are made. Governors will receive confirmation of their place on the course approximately one month before the date of the course.

When you book a course please forward a copy of your confirmation email to the Training Governor. All training attended has to be reported to the Full Governing Body.



APPENDIX C

Useful References and Resources

School Website

www.barrowhedgesprimary.co.uk

- Calendar of full governor body and committee meetings and governors' days for the current year
- List of school staff
- School Calendar
- Terms of Reference for governing body committees

Social Networks



@ BHPrimary

twitter

@barrowhedgespe – PE updates

Useful resources

National Governors Association – the school has gold membership. Each governor will receive an login and password to access their full website www.nga.org.uk . You will receive a weekly newsletter from the NGA on email. Additionally, their website is full of useful information for governors and the membership gives access to the members section.

- The Department for Education website www.education.gov.uk has useful information for governors, including their own handbook.

Links for information on school data

- Ofsted School Data Dashboard – www.dashboard.ofsted.gov.uk
- FFT (Fischer Family Trust) Governor Dashboard – www.nga.org.uk section Can We Help? Knowing Your School.



APPENDIX D

List of Current School Policies

All of these policies can be found on the School's website.

Adult Helper Guidelines
Anti-Bullying
Attendance
Behaviour
Charges & Remissions
Child Protection
Collective Worship
Complaints
Educational Visits
Freedom of Information
Gifted & Talented
Healthy Eating
Homework
Inclusion
Lettings
Marking and Feedback
Medicines
Penalty Notices
PSHE
Religious Education
Science
Security
Sex & Relationships Education
Teaching, Learning and Assessment
Uniform Guidelines
Whistleblowing
Written Calculation