

Westminster

Community Primary School

Code of Practice for Governors

This document is supplemented by:

- a) The Strategic School Development Plan and School Evaluation Form
- b) The most recent budget overview
- c) Our School Financial Standard Award
- d) Our Policy documents, SBSA and insurance documents
- e) The Instrument of Governance
- f) The Governors Section on the School Website



The purpose of the Governing Body

The Governing Body is the School's accountable body. It is responsible for the conduct of the School and for promoting high standards. The Governing Body aims to ensure that children are attending a successful School that provides them with a good education and supports their well-being.

The Governing Body:

- Sets the strategic direction of the School by:
 - Setting the values, aims and objectives for the School
 - Agreeing the policy framework for achieving those aims and objectives
 - Setting targets
 - Agreeing the School improvement strategy which includes approving the budget and agreeing the staffing structure
- Challenges and supports the School by monitoring, reviewing and evaluating:
 - The implementation and effectiveness of the policy framework
 - Progress towards targets
 - The implementation and effectiveness of the School improvement strategy
 - The budget and the staffing structure
- Ensures accountability by:
 - signing off the School's own self-evaluation report
 - responding to Ofsted reports when necessary
 - holding the Head Teacher to account for the performance of the School
 - ensuring parents and pupils are involved, consulted and informed as appropriate
 - making available information to the community
- Appoints and performance manages the Head Teacher who will deliver the aims (through the day to day management of the School, implementation of the agreed policy framework and School improvement strategy, and delivery of the curriculum) and report appropriately to the Governing Body.

For Governing Bodies to carry out their role effectively, Governors must be:

- Prepared and equipped to take their responsibilities seriously;
- Acknowledged as the accountable body by the lead professionals;
- Supported by the appropriate authorities in that task; and
- Willing and able to monitor and review their own performance.

The role of a Governor

In law the Governing Body is a corporate body, which means:

- No Governor can act on her/his own without proper authority from the full Governing Body;
- all Governors carry equal responsibility for decisions made, and although appointed through different routes (i.e. parents, staff, Local Authority community, foundation), the overriding concern of all Governors has to be the welfare of the School as a whole.



General

- We understand the purpose of the Governing Body and the role of the Head Teacher as set out above
- We are aware of and accept the Nolan seven principles of public life: see appendix
- We accept that we have no legal authority to act individually, except when the Governing Body has given us delegated authority to do so, and therefore we will only speak on behalf of the Governing Body when we have been specifically authorised to do so.
- We 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 will act appropriately.
- We accept collective responsibility for all decisions made by the Governing Body or its delegated agents. This means that we will not speak against majority decisions outside the Governing Body meeting.
- We will consider carefully how our decisions may affect the community and other Schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our School. Our actions within the School and the local community will reflect this.
- In making or responding to criticism or complaints affecting the School we will follow the procedures established by the Governing Body.

Commitment

- We acknowledge that accepting office as a Governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the Governing Body, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.
- We will get to know the School well and respond to opportunities to involve ourselves in School activities.
- Our visits to School will be arranged in advance with the staff and undertaken within the framework established by the Governing Body and agreed with the Head Teacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training
- We are committed to actively supporting and challenging the Head Teacher.

Relationships

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



The Role of the Head Teacher

The head teacher provides vision, leadership and direction for the School and ensures that it is managed and organised to meet its aims and targets, which are established by the Governing Body. The Head Teacher:

- is responsible for the internal organisation, management and control of the School
- formulates aims and objectives, policies and targets for the Governing Body to consider adopting
- formulates and implements the policies for leading the School towards the set targets
- produces a written report on significant aspects of the School's work at each meeting of the Full Governing Body
- meets with the Chair of Governors on a regular basis. Actions taken as a result of these meetings will be reported to the Governing Body
- gives the Governing Body enough information to ensure that the Governors are confident that delegated responsibilities and the head teacher's responsibilities have been met
- is, along with the other professional staff, accountable to the Governing Body for the School's performance
- leads and manages the creation of the Strategic School Development Plan (SSDP), which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers effectiveness and securing School improvement
- checks that the funds delegated by the Local Authority are correct
- ensures that the relevant financial regulations are implemented
- establishes sound internal financial controls which are managed on a daily basis by the Head Teacher and the Bursar
- is responsible for creating a productive, disciplined learning environment

In respect of the Management of resources the Head Teacher has responsibility to:

- meet regularly with the LA budget adviser to discuss the budget profile and to make any necessary adjustments
- obtain Governors approval for any budget virements above his/her delegated authority level
- consider and respond promptly to recommendations in School audit/inspection reports, and advise Governors of results and any remedial action to be implemented
- ensure the maintenance of accurate and current inventories of all attractive and portable items
- ensure the adequacy of the Schools insurance arrangements as part of the annual financial review
- implement School pay policy and appointment procedures
- plan for effective monitoring, evaluating and reviewing of the plan to secure progress and School improvement
- think creatively and imaginatively to anticipate and solve problems and identify opportunities
- ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils
- set appropriate priorities for expenditure, allocate funds and ensure effective administrative control
- manage and organise accommodation efficiently and effectively to ensure it meets needs of the curriculum and health and safety regulations
- manage, monitor and review the range, quality, quantity and usage of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money



The Role of the Bursar

The Bursar has areas of responsibility in relation to financial management including budget setting and analysis, providing financial advice, accountancy and managing support staff. The Bursar attends meetings when financial matters are being discussed.

Finance – working with the Head Teacher the Bursar will prepare an annual budget for the School and this is submitted to the Governing Body.

Human Resources – the Bursars role may include the administration of the recruitment of teaching and support staff, recruitment contracts, arranging staff training, health and safety monitoring and obtaining appropriate legal advice.

Premises – the Bursar may have some responsibility for the management and maintenance of the buildings, facilities, grounds, fabric and furnishings of the School, security, maintenance contracts, ensuring efficient use of accommodation.

Marketing – the Bursar to be involved in the promotion of the School and improving the Schools relations with parents, employers and the local community.

Information Communication Technology – the Bursar has responsibility for the office ICT systems, e.g., SIMS. All teachers can take their laptops off site during the academic year. In the event of any other equipment being taken off site, the Bursar is to be informed of this.

Pupil Service – the Bursar and Head Teacher share responsibility for ensuring pupils are provided with the resources they require to help them learn effectively. To be responsible for travel, trips, admissions, general administration.

Asset Register – to assist the Head Teacher and ICT technician with the maintenance of an asset register.



The Governing Body and its Committees

- Meetings of the Governing Body must be held at least three times a year. Additional meetings may be called by the Chair of Governors or held at the request of three members of the Governing Body. Governors require seven days' notice of all meetings, except where they are deemed to be urgent by the Chair.
- Committees will meet at least termly. These meetings will be clerked by an agreed member, but not the head.
- At least half the Governing Body must be present if the meeting is to be quorate (this excludes vacancies and should be rounded up to the nearest whole number). Each Governing Body determines what constitutes a quorum for its committees, but the must be at least three Governors.
- Decisions of the Governing Body are taken by the majority of the members present and voting on the matter in front of them. In the event of there being equal votes for and against, the Chair of the meeting has a casting vote, other than in a few specified circumstances.
- Minutes of the Governing Body are recorded and kept in the meetings file in the office. The Chair signs the minutes as an accurate record of the proceedings at the following meeting.
- Governors are required not to be involved in a decision of the Governing Body where they have a direct pecuniary interest or a personal interest which conflicts with that of the School. This means that their interest must be declared and the Governor concerned must withdraw from the meeting and take no part in the discussion nor vote in the matter.
- At the beginning of each Governor's meeting the Chair should ask if any member has any interest to declare on any items of discussion, this should then be recorded in the minutes of the meeting.
- A register of potential conflict of interest is maintained by the Head Teacher and the Bursar. All Governors and Staff are required to sign a declaration each year. Newly recruited staff and Governors will be asked to sign statement on taking up their duties. The register will be submitted to the Governing Body who will decide what action to take, if appropriate, in respect of any potential conflicts of interest that have been declared.
- No decision is taken without a meeting of the Governing Body, except where decision-making powers have been delegated to a committee, an individual Governor or the Head Teacher, and clearly minuted. In situations where the matter is extremely urgent the Chair of Governors or vice-chair can take action *where delay would be seriously detrimental to the School, a pupil at the School, or his/her parent or a person who works at the School.*



The Role of the Clerk to the Governors

The Governing Body must appoint a clerk. Governors, associate members of the Governing Body and the Head Teacher cannot be appointed as clerk to the Governing Body. Governors can act as clerk to an individual meeting where the clerk is unable to attend, but it is much better practice to ensure that someone who is not a Governor or associate member attends to minute the meeting in this eventuality.

The Head Teacher is not allowed by law to act as clerk to any meeting of the Governing Body.

The clerk to the Governing Body is accountable to the Governing Body, and is responsible for advising the Governing Body on constitutional matters, duties and powers within the current legislative framework.

The role of the clerk would normally include the following:

- Working with the chair and Head Teacher before the Governing Body meeting to prepare a purposeful agenda;
- Encouraging the Head Teacher and others to produce agenda papers prior to the meeting for distribution;
- Producing, collating and distributing the agenda and papers so that recipients receive them at least seven clear days, and preferably ten days before the meeting;
- Recording the attendance of Governors at the meeting and take appropriate action re absences;
- Advising the Governing Body on governance legislation and procedural matters where necessary before, during and after the meeting, e.g. allowing Governors to declare any personal interest in the agenda items;
- Taking notes of the Governing Body meetings to prepare minutes, including indicating who is responsible for any agreed action;
- Recording all decisions accurately and objectively with timescales for actions;
- Copying and circulating the approved draft to all Governors within the timescale agreed with the Governing Body;
- Keeping copies of signed minutes, as an archive;
- Liaising with the chair, prior to the next meeting to receive an update on progress of actions agreed previously by the Governing Body;
- Following the approval of the minutes at the next meeting forwarding a copy to the Local Authority
- Chairing that part of the meeting at which the chair is elected, in the absence of a vice chair;
- Liaising with the School to maintain copies of current terms of reference and membership of committee and working parties and nominated Governors;
- Informing the Governing Body, Local Authority of any changes to its membership;
- Maintaining Governor meeting attendance records and advise the Governing Body of non-attendance of Governors;
- Assist the Governing Body in providing support to new Governors;
- Maintaining records of Governing Body correspondence.



Health and Safety and Premises Committee

Terms of Reference:

- To advise the Governing Body on priorities, including Health and Safety, for the maintenance and development of the School's premises
- To ensure, as far as is practical, that Health and Safety issues are appropriately prioritised
- To oversee arrangements for repairs and maintenance
- To make recommendations to the Executive Committee on premises-related expenditure
- In consultation with the Head Teacher, to oversee premises-related funding bids
- To oversee arrangements, including Health and Safety, for the use of School premises by outside users, subject to Governing Body policy
- To establish and keep under review a Building Development Plan
- To establish and keep under review an Accessibility plan

Executive Committee

Terms of Reference:

- To agree the programme of work and calendar of meetings for the Governing Body and its committees for the School year, based on known cycles of School improvement, financial management, staffing issues and communicating with parents
- To establish and keep under review Critical Incident policy and procedures
- To be available and respond to matters of particular difficulty, sensitivity or emergency and offer advice to the Head Teacher
- In consultation with the Head Teacher, to draft the first formal budget plan of the financial year
- To establish and maintain an up to date 3 year financial plan
- To consider a budget position statement including virement decisions at least termly and to report significant anomalies from the anticipated position to the Governing Body
- To ensure that the School operates within the Financial Regulations of the Local Authority.
- To make decisions in respect of service agreements
- To make decisions on expenditure following recommendations from other committees
- To establish and review a Pay and Appraisal Policy for all categories of staff and to be responsible for its administration and review
- To oversee the appointment procedure for all staff
- To oversee the process leading to staff reductions
- To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence



Delegation of Responsibility to Individuals

Any individual to whom responsibility has been delegated is expected to work within the following terms of reference:

- To liaise with the appropriate member(s) of staff
- To visit the School with the purpose of gathering information concerning their area of responsibility and to increase their knowledge of the School
- To regularly report to the Governing Body on developments and progress within their area of responsibility
- To raise the profile of the area of responsibility when related matters are considered by the Governing Body
- To attend training as appropriate

Disqualification – The following functions **CANNOT** be delegated to an **individual**:

- The alteration, closure or change of category of maintained Schools
- The approval of the first formal budget plan of the financial year
- School discipline policies
- Exclusions of pupils (except in an emergency when the chair has the power to exercise these functions)
- Admissions

Head Teacher's Performance Review Group

Terms of reference:

To arrange to meet with the External Adviser to discuss the Head Teacher's performance targets
To decide, with the support of the External Adviser, whether the targets have been met and to set new targets annually
To monitor through the year the performance of the Head Teacher against the targets
To make recommendations to the Governing Body in respect of awards for the successful meeting of targets set

Membership – 2 or 3,

Disqualification – The Head Teacher and Staff Governors

Hearings Committee

Terms of reference:

To make any decisions under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability where the Head Teacher is the subject of the action.* (Decisions for other members of staff are delegated to the Head Teacher.)

To make any determination or decision under the Governing Body's General Complaints Procedure for Parents and others.

To make any determination or decision under the Governing Body's Curriculum Complaints Procedure, in respect of National Curriculum dis-applications, and the operation of the Governing Body's charging policy.

**cannot be delegated to an individual*

Membership – not less than 3 members of the Governing Body (NB. The number appointed to this committee directly affects the number required for an Appeal Committee)

Disqualification – The Head Teacher



Appeals Committee

Terms of reference:

To consider any appeal against a decision to dismiss a member of staff made by the Hearings Committee*

To consider any appeal against a decision short of dismissal under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability*

To consider any appeal against selection for redundancy*

**cannot be delegated to an individual*

Membership – no fewer members than the Hearings Committee

Disqualification – The Head Teacher

Any members of the Hearings Committee

(It is suggested that only experienced Governors be appointed to Hearings and Appeals committees and that the Chair of Governors, due to probable prior knowledge, should not be a member)

Pupil Discipline Committee

Terms of reference:

To consider representations from parents in the case of exclusions of 5 days or fewer (*Committee may not re-instate*)

To consider representations from parents in the case of exclusions totalling more than 5 but not more than 15 School days in one term (*meeting to be held between 6th and 50th School days after receiving notice of the exclusion*)

To consider the appropriateness of any permanent exclusion or any exclusion where one or more fixed period exclusions total more than 15 School days in one term or where a pupil is denied the chance to take a public examination (*meeting to be held between 6th and 15th School days after receiving notice of the exclusion*)

To review the School Behaviour and Discipline Policy, and make recommendations on changes to the Governing Body or relevant committee

Membership – 3 or 5

NB. The Governing Body may nominate a pool of Governors from which three or five will serve as the Discipline Committee to consider particular exclusions. If a Governor has a connection with the pupil or the incident that could affect their ability to act impartially they should not serve at the hearing. If, through non-attendance of a Governor, four members consider an exclusion, the chair has the casting vote.

Disqualification – The Head Teacher, any Governor with prior knowledge of the pupil or the incident. (It is suggested that neither the Chair of Governors nor a member of staff, due to probable prior knowledge, should be a member).

Management arrangements in the absence of the Chair of Governors or the Head Teacher

The Vice Chair of Governors is empowered to act on behalf of the Governing Body, in the role of Chair, in the event of the chair's absence. In the event of the absence of the Chair of a committee, the members will elect a Chair for the meeting. In the absence of the Head Teacher, the Deputy Head Teacher shall act in his/her place. In this instance the Deputy has the Head Teacher's powers of financial delegation, but only with the agreement of the Executive Committee. In the event that both the Head



and Deputy are absent, the Head Teacher shall ask the most senior member of the teaching staff to act up.

Whistleblowing Procedure

The School has adopted the Local Authority's Whistle Blowing Procedure. Staff members are also referred to the Local Authority's Code of Conduct.

Budget Setting

Our budget is based on realistic estimates of all expected expenditure and income including all grants so that the planned expenditure does not exceed the available budget. The Governing Body are aware that there are procedures in place, which must be followed if a balanced budget cannot be set, as Governors can set with LA approval, but must show how in 3 years will be viable, a deficit budget. The Governing Body review the School's budget periodically ensuring that the budget reflects current needs. We have recently recovered from a deficit budget but our funding remains tight.

Budget Monitoring

The Bursar downloads budget reports from the Oracle system on a monthly basis. These are reconciled to local budgetary records. These monthly reports are monitored by the Bursar and Head Teacher and provide information on income and expenditure, including sums committed but not yet paid and outturn forecasts against the approved budget. The Executive Committee review the budget termly with the budget officer and the Bursar. This supports our review and evaluation of our SSDP.

Benchmarking

- The Executive Committee and Head Teacher will ensure that an area of expenditure is reviewed by benchmarking against fair and reasonable comparator Schools every year.
- Comparative data will be obtained from the Governments Value for Money website. If this proves unsuitable an alternative will be used and a report will be made to the Governing Body explaining the reasons why and this will be minuted.
- Reasonable conclusions from the benchmarking together with an action plan where appropriate will be reported to the Governing Body for their approval.

Best Value Statement and School Financial Value Standard

Each year the Head Teacher, along with the Executive Committee formulate a Best Value Statement as part of the SFVS. The Chair of Governors is responsible for submitting the SFVS when it has been completed.

Over reliance

The School recognises that great reliance is placed on the Head Teacher and on the Bursar for ensuring the continued operation of the School's financial procedures and that their absence for any reason could cause difficulties. The School will seek to minimise the impact of such absences by ensuring that:

- The Governors Code of Practice is kept up to date
- All relevant staff and Governors have access to The Governors Code of Practice and are familiar with its contents
- Our Best Value Statements and SFVS give clear ways forward for development.



- Where possible, deputies have been trained who can cover key posts in the event of absence.
- Staff and Governors will access appropriate training and clear records of this will be kept to inform future needs.
- The Bursar checks goods against receipts as they arrive in School.
- Orders only used for goods and services provided to the School.
- Teachers enter the cash they receive from parents into a cash book before sending it to the office.
- Our ICT technician visits our School every fortnight and we have acceptable use policies for all staff.
- Spot checks by the Head Teacher on the completeness and accuracy of records and procedures

Scheme of Financial Delegation

	Authority to purchase up to	Authorised Certifying Officer Limit	Authority to vire budget	School Fund Cheque Signatory	Authorisation for Bad Debt Write Off limit	Authorisation for write off and disposal of assets
Governing Body	No limit	No	No limit	No	No limit	No limit
Executive Committee	£5000	No	£5000	No	No limit	No limit
Head	£5000	No limit	£5000	Yes	£500	£500
Deputy Head	£5000	No limit	In absence of head	Yes	£500	£500
Bursar	No	No limit	£5000	Yes	£500	No
Teacher	No	No	No	No	No	No

Procedures for obtaining tenders

Up to £5000 3 quotes not required. Between £5000 and £50000 three written quotes. Anything above £50,000 would but put out to official tender. Where necessary the School will seek advice from the LA when engaging in complex procurement activities. When approving new contracts or the continuation or cessation of existing contracts the options available will be discussed by the Governing Body or an appropriate committee.

The Executive Committee will invite tenders from suppliers with the technical capability and financial standing to deliver the contract. As far as is possible, any companies invited to tender will be approved by The LA as appropriate for the work to be done and advice will be sought from the LA.

- The School will agree a date by which all tenders should be submitted by sealed bids
- Two Governors will be present when any tenders are opened and should initial and date the tenders to indicate their presence.
- A record of the opening process will be kept and will be certified by at least two of the people present as being a true record.
- Details of all tenders will be presented to the Executive Committee by a person selected by the Governing Body.



- The Governing Body will decide which tender is accepted. This will normally be the lowest tender unless circumstances make this undesirable. If this is the case this will be reported and minuted to either the Executive Committee or Full Governors dependent on Scheme of Delegation.

Grants and Bids

The Executive Committee will oversee applications for Grants and Bids. It is recommended that before submission all applications are checked carefully to ensure they would benefit the whole school. If Governors felt that the School should support the project as part of the normal curriculum they are unlikely to approve. All monies will be transferred directly to the School Fund and then moved into the whole school budget for payment to the relevant suppliers. All monies will be ring-fenced for the appropriate project.

The School will not enter into any financial agreements with capital implications without the approval of the Local Authority.

Purchase Cards

- The School has been issued with a Purchase Card and the Head Teacher, Bursar and Maintenance Officer are nominated as card holders. Cards can be used to make a restricted range of purchases within strict financial limitations on the School's behalf. The financial limitations are £500 per transaction and £2,000 per month. The allocation of Purchase Cards within the School and the financial limits to be placed on their use are determined by the Governors' Executive Committee.
- The Purchase Card will be used predominantly, on behalf of budget holders, to take advantage of best value purchases available through the internet, although it can also be used to make low value purchases, which will be more economical than raising official orders and processing invoices through the creditor payments system.
- The purchase cards will either be kept securely in the safe, or by the named cardholder, about their person. The keys to the safe are held off site outside working hours. Only the Head Teacher, the Bursar and the Office Assistant have keys to the safe.
- The purchase card company will send a statement for payment on a monthly basis to the LA. This will be paid in full according to the LA's Terms and Conditions. The individual transactions will appear on the Deecal system for reconciliation. The Bursar will act as a reviewer for the Head Teacher and the Maintenance Officer. This will involve checking, coding and also selecting the appropriate VAT code for goods and services which appear within the Deecal system. The Head Teacher will then access the Deecal system and check the coding and approve all transactions for the Bursar.

Tax Regulations

- The Head Teacher is responsible for ensuring that the School complies with Value Added Tax (VAT), Income Tax and other tax regulations.
- The School will consult with the Employee Service Centre when any queries arise in relation to employees.

VAT



- The School will ensure full adherence to the VAT legislative requirements on all purchases it makes and its supply of goods and services.
- The School must only process bona fide VAT invoices which include the VAT registered number
- VAT Guidance may be obtained from the Authority's VAT Advisor.

P2P Processes

- Staff request goods on pre-printed requisition form, which is then placed in a tray in the Staff Room (next to Bursar) for signature by the Head Teacher.
- Head Teacher approves and signs requisition form.
- Bursar places requisition on the Oracle system. If the requisition is for more than £1000 the requisition is automatically picked up by the P2P team who will consider best value issues. They may suggest an alternative which is then forwarded to the Bursar. If this alternative is accepted it will then automatically be sent to the Head Teacher for budgetary approval.
- If the order is less than £1000 the requisition is sent electronically to Head Teacher for approval or Governors if the requisition exceeds the Head Teacher's limit as per the Scheme of Delegation
- The Head Teacher approves the requisition electronically and the requisition is picked up automatically by a report run by the P2P team.
- The requisition is converted into a Purchase Order and is then sent to the supplier along with the LA's terms and conditions for trading attached.
- Goods are received at School and will be receipted on the Oracle system by the Bursar after the order has been checked and verified by an independent member of staff and the findings reported to the member of staff who originally requested the goods.
- Invoices will be sent by the supplier directly to Payments section at Goldsmith House, Chester and should contain the purchase order number to allow speedy payment of the invoice.
- Should an invoice be delivered to School the invoice will be passed directly to payments section for payment.
- Invoices that do not relate to a purchase order number will be sent electronically to the Bursars' Markview system inbox for appropriate coding and authorisation.
- After coding and authorising by the Bursar the invoice will be sent electronically to the Head Teacher for their approval.
- Payment will then occur.

Purchase orders are used only for goods and services provided to the School and never for individual personal use. Hard copies of requisitions and purchase orders can be viewed at any time in consultation with the Bursar or Head Teacher.

Authorisation of Invoices

To comply with segregation of duties the Head Teacher and the Bursar are involved in ordering, receipting and passing invoices for payment when goods are not matched to a purchase order using procurement.

Trace from Documents to Accounts

All financial documents can be traceable from original documentation to accounting records and vice versa.

Alteration of Documents

Oracle allows alterations to be made and authorised on line with a full audit trail. Alternations to original documents such as cheques are clearly made in permanent ink and initialled.



Earmarked Funding

The Head Teacher ensures that all expenditure from sources of earmarked funding is accounted for separately and that the funding is used for its intended purposes. Appropriate account codes and cost centre suffixes are used.

Hiring and Letting

We follow CWAC Guidance and all records are maintained in a central file by the Bursar..

Debts Write Off

The School buys back provision through CWAC's Service Level Agreement for bad debtors and non-payment of invoices.

Procedures for Personnel Administration

The School buys into the CWAC's service level agreement for payroll processing and personnel consultancy and notifies appropriate departments of any changes to staffing. To comply with separation of duties, the Bursar completes the necessary personnel paperwork which is then certified by the Head Teacher. Payments are made via CWAC's eform system and costed to the appropriate cost centre. Entries are made in line with CWAC's pay schedules. At least two people are involved in the process of completing, checking and authorising all documents relating to appointments, termination of employment and expenses.

Security of Documents

In line with the Data Protection Act all records containing personnel and sensitive information are retained securely and privately. A list of all staff employed in the School is maintained. This is updated to reflect new starters and leavers.

Processing Staff Payments and Checking Payroll records

All payments to members of staff for work done are processed through the payroll system. The monthly employee transaction list is downloaded from the Oracle system and monitored by the Bursar. This is further checked by the Head Teacher to match the staffing structure in the School and to ensure that all members of staff are receiving the correct salary.

Construction Industry Scheme

The School checks the status of all contractors prior to engagement and makes payments only in accordance with the Construction Industry Scheme. The status determines whether tax has to be deducted from payments to the contractor.

Stock Levels

Stock is checked on a regular basis and only ordered when required. Stockpiling is discouraged and annual stock checks are carried out of more expensive items.

Maintenance of Inventories

The School operate a photographic Asset Register of items, which is updated when new items are purchased. The Governing Body will authorise write-offs over a value of £1000. Anything below this value will be written-off by the Head Teacher. An entry will be made on the asset register of all items disposed or written-off. The Asset Register is discussed annual at Governor's meetings where any major items are added. Mark Chadwick holds and maintains a list of all ICT equipment at the School.



Property Taken Off Site

CWAC property is taken off site for use only for School business. The Head Teacher is informed when CWAC property is off site. Encrypted memory sticks only are used when a staff member works from home.

Secure Areas

We have a safe which is located in the locked cupboard in the Reception area. The two key holders are the Head Teacher and the Admin Officer. The keys will be kept in a secure place at all times.

Insurance

The Governing Body buy back insurance cover under the SLA agreement. The School will not give any indemnity to a third party without the written consent of the LA.

Notification of Losses

The School will immediately inform the LA of all accidents, losses and other incidents which may give rise to an insurance claim.

Use of Property off Site

The School is covered under EARS insurance for equipment such as computers when taken off the School premises.

Access to Hardware and Software

Computer systems used for School management are password protected and only used by authorised staff.

Back-Up Procedures

Data is backed up on the server daily (overnight).

Data Protection Act

The Governing Body ensure that the School's use of any electronic or relevant manual systems to record or process personal information and any disclosure of that information complies with the Data Protection Act 1998 legislation. See also Freedom of Information Policy. Our ICO registration is completed every July.

SCHOOL FUND

The Head Teacher will ensure all funds are accounted for in a separate bank account and that adequate standards of financial control apply to the fund. The Governing Body has appointed the Bursar to administer the fund on a day to day basis. (The fund must be registered with the Charity Commission if its annual donations exceed £5000.)

The Governing Body has ensured a formally approved auditor is appointed who is completely independent of the School. As this total fund is less than £15,000 the auditor is someone with sufficient experience in financial matters to carry out the audit but does not need to be a qualified accountant. If the fund exceeded the threshold, the auditor would be a qualified accountant independent of the School.



Mrs Betty Blundell, retired book-keeper and personnel manager, is the independent auditor appointed by the Governing Body to audit the School fund. This is done annually and an audit certificate completed and kept on file. A copy of which is forwarded to the LA.

Financial controls include:

- Separation of duties.
- Maintaining a proper record of transactions.
- Payment authorisation procedures will be adhered to as per the Scheme of Delegation.
- Invoices and receipts will be held securely to support payments and income respectively.
- Income receipting procedures will ensure all income is banked intact.
- Income which properly relates to the School's delegated budget will not be credited to the School fund.
- Money will be banked regularly and kept in the safe until banked.
- Copies of auditor's certificates held as proof of audit

The Head Teacher will present the audited accounts, the auditor's certificate and a written report on the accounts to the Governing Body as soon as possible after the end of the accounting year. A summary of all School fund income and expenditure activity and balances will be presented to the Governing Body.

Members of staff requiring payments from unofficial funds for School visits, or for the purchase of goods or services must submit a request to the Head Teacher for agreement. The Bursar will write a cheque for which two signatures are required.

Receipts are issued ad hoc when required, and are created by the Bursar.

The Head Teacher will ensure that regular reconciliations between the accounting records and bank statements are undertaken by the Finance Officer/Bursar as appointed by the Governing Body. This will be independently reviewed on an ad hoc basis by the Head Teacher

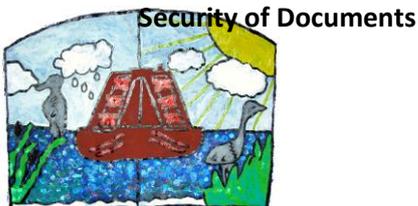
PAYROLL

Policy for dealing with appointments, terminations, promotions and salaries

- All vacancies for teaching and non-teaching staff will be advertised internally or externally, or both, (unless it is previously agreed with the Personnel Committee that this should not be the case). The Governing Body will determine the Head Teacher's delegated powers to recruit staff in line with the 2003 School Staffing Regulations. Whatever delegation arrangements are in place the Head Teacher is able to invite members of the Governing Body to participate in the interview and appointment process.
- Appointments and terminations of appointments shall be made in accordance with the relevant LA personnel procedures.
- The Governing Body will review the salaries of all employees annually in the autumn term. The Executive Committee will carry out this function with the Budget Officer.
- The Head Teacher will be responsible for appraisal arrangements in the School.

Appointments and Payroll Process

The Head Teacher will ensure all the administrative arrangements for appointments and terminations are carried out in line with the LA's regulations. Bursar to complete the forms online. These will then be sent to the Head Teacher for approval and forwarded to the Employee Service Centre – Via the Dashboard System



The Head Teacher/Deputy have access to personnel files which are maintained by the Bursar. Staff will be permitted to have access to their own personnel file on request.

Processing staff payments

All staff who have worked additional hours will complete a claim form and submit to Head Teacher for authorisation. All payroll transactions to be completed by the Bursar on the Eform online before the end of the month, copy to be given to the Head Teacher, together with supporting documentation, for checking and signing. Payroll transactions will be processed only through the payroll system.

Supply cover

Where a Supply Teacher or Teaching Assistant is required, the Governing Body permits the Head Teacher to make the necessary appointments. The Head Teacher will authorise supply cover in advance, wherever possible, and liaise with the Bursar regarding hours to be worked. The Bursar will ensure payments are made. We look for Value for Money with our supply and this is an area for development and further monitoring.

Sickness records

Our staff handbook and staff absence policy inform our work in this area. The Bursar is responsible for logging absence from work and the Head Teacher conducts return to work interviews and implements the absence policy.



Competencies Matrix			
1	2	3	4
HIGHLY COMPETENT	COMPETENT	DEVELOPING	NOT YET DEVELOPED
<ul style="list-style-type: none"> this is an area in which you have significant practical experience this is something that you undertake on a regular basis this is a personal characteristic or style that you demonstrate all of the time there is a regular programme of activities to maintain technical competence 	<ul style="list-style-type: none"> this is an area in which you have some practical experience this is something that you undertake on an infrequent basis this is a personal characteristic or style that you demonstrate most of the time there is a regular programme of activities to maintain technical competence 	<ul style="list-style-type: none"> this is an area in which you have little practical experience this is something that you rarely undertake this is a personal characteristic or style that you demonstrate some of the time there is a programme of activities to develop the technical competence in this area 	<ul style="list-style-type: none"> this is an area in which you have no practical experience this is something that you have never undertaken this is a personal characteristic or style that you rarely demonstrate there is no programme of activities to develop the technical competence in this area
Rate as 1, 2, 3 or 4 see previous table for guidance		Governors with Financial Management responsibilities	
PROVIDES STRATEGIC LEADERSHIP		Chair of Governing Body*	Governor with Finance Role
<p>Leads the development of strategic plans:</p> <ul style="list-style-type: none"> Has knowledge and understanding of School priorities, aims and objectives and takes a long-term view Knows the strategic level that Governors should operate at Able to articulate strategic priorities and objectives clearly Can assimilate the financial implications of School priorities Delegates tasks to Head Teacher or Finance Officer/Bursar providing them with necessary direction, guidance and authority to undertake the task(s) Promotes team working between Governors and with staff 			
<p>Able to identify viable options and select or recommends those most likely to achieve the School's goals and objectives:</p> <ul style="list-style-type: none"> Able to use information provided by staff in a useful way Will take necessary decisions, even if difficult Knows how to review the results of techniques for assessing different approaches to the same project (e.g. option appraisal– See S3.2 and G6 Glossary) Knows how to focus those matters which are most significant i.e. the larger budget items Is open to new ideas, consults/listens to stakeholders (See G6 Glossary) Willing to work in partnership with outside bodies 			
<p>Has a clear understanding of best financial management practice and School performance compared to it:</p> <ul style="list-style-type: none"> Has knowledge of the School's current financial performance Has knowledge of internal control processes (See G6 Glossary) Understands and participates in the School's self-evaluation activities of financial performance/controls Co-operates with external inspectors/auditors etc. and initiates appropriate action in response to their findings Regularly participates in networking activities and is outward looking rather than internally focused 			



Rate as 1, 2, 3 or 4 see previous table for guidance	Governors with Financial Management responsibilities		
ENSURES ACCOUNTABILITY	Chair of Governing Body	Chair of Finance Committee	Governor with Finance Role
<p>Understands the LA and statutory financial requirements for the School</p> <ul style="list-style-type: none"> ▪ Understands the financial framework in which the School operates ▪ Has knowledge of the School’s funding arrangements and funding streams ▪ Has knowledge of information that can be requested by LA and Government departments 			
<p>Understands and can undertake budget setting and budget monitoring activities</p> <ul style="list-style-type: none"> ▪ Understanding of finance and budgeting ▪ Has numeric and analysis skills ▪ Understands that resource allocation can affect outcomes and focuses on this rather than just looking at inputs ▪ Has knowledge of the financial information that should be provided for review regularly ▪ Able to interpret budget monitoring information in useful way and communicates the interpretation to interested parties 			
<p>Understands the importance of communicating the Schools performance to stakeholders</p> <ul style="list-style-type: none"> ▪ Understands the monitoring returns provided to the LA and DfE ▪ Knows the procedural requirements and timescales for the School and checks they are followed ▪ Anticipates stakeholder questions and gets answers ▪ Understands and uses a clear framework in any reporting by Governors to parents on School finances ▪ Is open and diplomatic when communicating with stakeholders 			
Rate as 1, 2, 3 or 4 see previous table for guidance	Governors with Financial Management responsibilities		
ACT AS A CRITICAL FRIEND	Chair of Governing Body	Chair of Governing Body	Chair of Governing Body
<p>Has a commitment to the School and the work of the Governing Body:</p> <ul style="list-style-type: none"> ▪ Participates in the work of the Governing Body by preparing for meetings, attending meetings, contributing to discussions, taking agreed actions ▪ Improves knowledge of the School and becomes familiar with it through discussions with head and staff, reading relevant papers, visiting the School etc. ▪ Takes part in available financial training and other chances to develop knowledge, skills and understanding ▪ Helps new Governors to understand their financial management role and to make a full contribution ▪ Declares personal or pecuniary interests as appropriate and avoids using his/her position for personal gain 			



<p>Presents information and views clearly and influentially to others:</p> <ul style="list-style-type: none"> ▪ Has credibility with partners and colleagues ▪ Able to influence others and build consensus using the power of argument and clear presentation of the case ▪ Uses analytical skills to challenge management constructively and ask probing questions ▪ Gives and receives constructive feedback ▪ Understands where to get additional information and advice from ▪ Seeks to resolve misunderstanding and conflict 			
<p>FINANCIAL MANAGEMENT COMPETENCIES Rate as 1, 2, 3 or 4 see previous page for guidance</p>	<p>School Staff with Financial Management Responsibilities</p>		
<p>PROVIDES STRATEGIC LEADERSHIP & MANAGEMENT</p>	<p>Head</p>	<p>Bursar</p>	
<p>Leads and manages the development of strategic financial plans:</p> <ul style="list-style-type: none"> • Takes a long term view of financial management issues • Has knowledge of, and advises Governors on the trends in education and their financial implications • Works with Governors to develop the School priorities, aims and objectives • Knows the role/level that staff should operate • Able to translate broad aims and priorities into SMART objectives • Delegates tasks to best placed person providing them with necessary direction, guidance and authority to undertake the task(s) • Promotes team working between staff and with Governors 			
<p>Able to research and analyse strategic choices and recommends those most likely to achieve the School's goals and objectives:</p> <ul style="list-style-type: none"> • Able to extract and analyse information in a useful way • Presents information clearly to others including Governors • Has an understanding of financial risks and the potential impact • Uses own experience, networking and lateral thinking • Assesses the financial implications of strategic choices • Knows how to focus those matters which are most significant • Is open to new ideas, consults/listens to stakeholders • Willing to work in partnership with outside bodies 			
<p>Has a clear understanding of good financial management practices and the School's performance compared to it:</p> <ul style="list-style-type: none"> • Has knowledge of current financial performance of the School • Regularly participates in networking activities and is outward looking rather than internally focused • Has knowledge and understanding of internal control processes • Understands and participates in the School's self-evaluation activities of financial performance/controls • Reviews and undertakes benchmarking activities • Co-operates with external inspectors/auditors etc. and initiates appropriate action in response to their findings 			
<p>Understands the LA and statutory financial requirements for the School</p> <ul style="list-style-type: none"> • Understands the financial framework in which the School operates • Has knowledge of the School's funding arrangements • Has knowledge of information that is required by LA and Government departments • Ensures that information is provided in line with timescales and deadlines 			



<p>Understands and can undertake budget setting activities</p> <ul style="list-style-type: none"> • Understanding of finance and budgeting • Has numeric skills • Understands that resource allocation can affect outcomes and focuses on this rather than just looking at inputs • Pursues income generation opportunities when required • Understands links between activities of the School and associated costs 			
<p>Understands and can undertake budget monitoring activities</p> <ul style="list-style-type: none"> • Has knowledge of the financial information that should be provided for review regularly • Able to interpret budget monitoring information in useful way • Communicates budget monitoring information to interested parties and the Governing Body 			
<p>Understands the importance of communicating the School's performance to stakeholders</p> <ul style="list-style-type: none"> • Ascertains and provides information to meet Governors needs • Anticipates stakeholder questions and gets answers • Establishing trusting and inclusive relationships with School staff, the Governing Body and the LA • Provide financial information that contributes to the annual parents meeting • Uses diplomacy when answering difficult questions 			
<p>Demonstrates the personal commitment and qualities required for financial management</p> <ul style="list-style-type: none"> • Participates in the financial work of the School by preparing for and attending meetings, contributing to discussions and taking agreed actions • Takes part in available financial training and other chances to develop knowledge, skills and understanding • Seeks appropriate professional support and development • Is systematic in the way that tasks are undertaken • Takes responsibility for self and work load • Gives and receives constructive feedback <p>Understands where to get additional information and advice from</p>			
<p>Has a clear understanding of the framework of financial control</p> <ul style="list-style-type: none"> • Follows good financial practice within statutory, and national requirements • Follows good financial practice in accordance with local requirements, as set out in financial regulations and procedures • Has an understanding of own and others roles and contributions in relation to the financial management structure • Regularly revise financial planning timetables to take account of changes in deadlines 			
<p>Controls and monitors financial systems</p> <ul style="list-style-type: none"> • Supervises (controls and monitors) the work of other people • Ensures that operational, procedural and regulatory requirements are met • Takes action when things are not being done/done properly/done efficiently • Supervisory (control and monitoring) activity covers: Income received/Payroll/Purchasing/The banking system/ Taxation system/Voluntary funds/The School's asset and The financial management system e.g. SIMS, Dashboard, Visa Cards, P2P 			



<p>Operates the financial systems</p> <ul style="list-style-type: none"> • Follows operational and procedural requirements • Meets operational and regulatory deadlines <ul style="list-style-type: none"> • Operates the School systems for: Income received/Payroll/Purchasing/The banking system/Taxation system/Voluntary funds/The School’s asset and The financial management system e.g. SIMS, Dashboard, Visa Cards, P2P 			
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Annual Planner

Autumn Term			
<p>Governing Body Core Function 1:</p> <p>Ensuring clarity of vision, ethos and strategic direction</p>	<p>Governing Body Core Function 2:</p> <p>Holding the Head Teacher to account for the educational performance of the School and its pupils</p>	<p>Governing Body Core Function 3:</p> <p>Overseeing the financial performance of the School and making sure its money is well spent</p>	<p>Governing Body’s Organisational Efficiency and Effectiveness</p>
<p>1. Evaluate last years’ progress and attainment</p>	<p>1. Head Teacher and Deputy Performance and Pay</p>	<p>1. Publish details of use of Pupil Premium and its impact</p>	<p>1. Elect Chair and Vice Chair</p>
<p>2. Review the Aims and Vision</p>	<p>2. Ensure every Teacher has an appraisal and salary review</p>	<p>2. Publish details of use of Sports Premium and its impact</p>	<p>2. Elect Committee Chairs</p>
<p>3. Approve the SSDP for the year</p>	<p>3. Review Performance Data</p>	<p>3. Review Pay Policy</p>	<p>3. Appoint the Clerk</p>
	<p>4. Agree School Performance Targets including Attendance</p>	<p>4. Publish Admissions arrangements for Autumn of the next year</p>	<p>4. Review the Scheme of Delegation and Committee Structure (including Terms of Reference)</p>
	<p>5. Monitor Data and Attendance, Exclusions and Incidents</p>	<p>5. Receive Budget Monitoring Reports</p>	<p>5. Update the Register of Pecuniary Interests and publish on the website</p>
	<p>6. Receive a report on Safeguarding through Head Teacher’s Report</p>	<p>6. Review Asset Register and Business Continuity Plan</p>	<p>6. Ensure School Website includes all information required by Department for Education</p>
	<p>7. Review Safeguarding Report through Designated Governor Report</p>	<p>7. Review Charging and Letting Policy</p>	<p>7. Plan the induction of new Governors</p>
		<p>8. Benchmarking</p>	<p>8. Review Governing Body Code of Conduct</p>
		<p>9. Consider Financial Regulations and Scheme of Delegation</p>	<p>9. Agree Calendar of Meetings</p>
		<p>10. Receive the School Fund Audit Certificate</p>	<p>10. Review Roles and Responsibilities of individual Governors</p>



		11. Report on Health & Safety	11. Agree programme of Governor visits
		12. Appoint Auditors	12. Set objectives for the Governing Body linked to the SSDP
		13. Approve Year End Accounts	13. Review and plan to meet Governors' training needs
		14. Agree Internal Audit Programme	14. Ensure schedule in place to review all relevant policies throughout the year
		15. Receive Internal Audit Reports	15. Approve Residential Trips for academic year
		16. Receive External Auditors Reports	
		17. Review Risk Register	
		18. Submit Academy Trusts' audited financial statements, auditors management letter and Value for Money statement to EFA by the 31 st December	



Spring Term			
Governing Body Core Function 1: Ensuring clarity of vision, ethos and strategic direction	Governing Body Core Function 2: Holding the Head Teacher to account for the educational performance of the School and its pupils	Governing Body Core Function 3: Overseeing the financial performance of the School and making sure its money is well spent	Governing Body's Organisational Efficiency and Effectiveness
1. Review progress of SSDP	1. Monitor pupil performance	1. Complete SFVS and send to the Local Authority by 31 st March	1. Monitor Governing Body performance
2. Feedback on Governors' visits	2. Monitor Performance Management of the Head Teacher	2. Review staff structure	2. Review impact of equality objectives and update equality information
		3. Start drafting budget for the coming year	3. Approve term dates and INSET days
		4. Receive budget monitoring reports	
		5. Approve budget	
		6. Monitor Health & Safety	
		7. Review insurance	
		8. Review catering accounts	
		9. Make purchasing decisions for services from external suppliers	
		10. Publish financial statements on the website by 31 st January	
		11. Receive internal audit reports	



Summer Term			
<p>Governing Body Core Function 1:</p> <p>Ensuring clarity of vision, ethos and strategic direction</p>	<p>Governing Body Core Function 2:</p> <p>Holding the Head Teacher to account for the educational performance of the School and its pupils</p>	<p>Governing Body Core Function 3:</p> <p>Overseeing the financial performance of the School and making sure its money is well spent</p>	<p>Governing Body's Organisational Efficiency and Effectiveness</p>
1. Review progress of SSDP	1. Report to parents on the Policy for children with SEN	1. Complete and return Budget template and Best Value statement	1. Conduct self-review of Governing Body effectiveness
2. Start preparing the SSDP for next academic year	2. Review Appraisal Policy	2. Complete and return consistent Financial Report Declaration	2. Prepare and publish an annual statement taking account of the outcomes of self-review and including: <ul style="list-style-type: none"> ❖ The Governance arrangements that are in place including the remit of any Committees ❖ The attendance record of individual Governors at Board and Committee meetings ❖ An assessment of the effectiveness and impact of the Board and any Committees with details of any particular challenges that have arisen
3. Feedback on Governors' visits	3. Review <ul style="list-style-type: none"> ❖ Admissions and destinations of School Leavers ❖ Attendance of Pupils and Staff ❖ Pupil Exclusions ❖ Child Protection Policy and Procedure 	3. Arrange Audit of School Fund	3. Review composition of Governing Body for coming academic year and publish details of Governance on the website
	4. Receive report on Safeguarding	4. Review staff pay	
	5. Appoint Governors to conduct Head Teacher's Performance Review	5. Receive Budget Monitoring reports	
	6. Appoint and external advisor for Head Teacher's Performance Management	6. Consider proposals for writing off bad debts	



		7. Agree and approve budget for the new School year by 31 st July	
		8. Receive internal audit reports	



GOVERNING BODY DECISION PLANNER

THIS PLANNER SHOWS TO WHICH LEVEL THE GOVERNING BODY MAY LEGALLY DELEGATE FUNCTIONS**KEY**

Level 1: Full Governing Body

Level 2: A committee of the Governing Body

Level 3: An individual Governor

Level 4: Head Teacher.

Column blank: Action could be undertaken by this level.

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

√: Westminster Level of operation

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

Key Function	No	Tasks	Decision Level			
			1	2	3	4
Finance	1	To approve the formal budget plan each financial year		√		
	2	To monitor monthly expenditure.				√
	3	To establish a charging policy		√		
	4	Miscellaneous financial decisions				√
	5	To enter into contracts		√		
	6	To make payments				√
	7	To investigate any activity deemed relevant to enquiries. Head Teacher not to participate if enquiry relates to Head Teacher activities		√		
Staffing	8	Head Teacher appointments (panel)	√			
	9	Deputy appointments (panel)	√			
	10	Appoint other teachers				√
	11	Appoint non-teaching staff				√
	12	Agree a pay policy		√		
	13	Pay discretions		√		
	14	Disciplinary/capability procedures		√		
	15	Dismissal of Head Teacher	√			
	16	Dismissal of other staff		√		
	17	Suspending head	√			
	18	Suspending staff (except head)		√		
	19	Ending suspension (head)	√			
	20	Ending suspension (except head)		√		
	21	Determining staff complement		√		
	22	Dismissal payments/ early retirement	√			



Curriculum	23	Ensure National Curriculum (NC) taught to all pupils and to consider any disapplication for pupil(s)				√
	24	To establish a curriculum policy				√
	25	To implement curriculum policy				√
	26	To agree or reject and monitor curriculum policy		√		
	27	Responsible for standards of teaching				√
	28	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside School day)				√
	29	Responsibility for individual child's education				√
	30	Provision of sex education – to establish and keep up to date a written policy	√			
	31	To prohibit political indoctrination and ensuring the balanced treatment of political issues	√			
	32	To establish a charging and remissions policy for activities (non NC based)		√		
Appraisal	33	To formulate an appraisal policy		√		
	34	To establish an appraisal policy		√		
	35	To implement the appraisal policy		√		
	36	To review annually the appraisal policy		√		
Target Setting	37	To set targets for pupil achievement	√			
Discipline and Exclusions	38	To establish a discipline policy		√		
	39	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)		√		
	40	To direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair in cases of urgency)		√		
Admissions	41	To consult annually before setting an admissions policy (but in community and controlled Schools only where the LA has delegated this power to the Governing Body)		√		
	42	To establish an admissions policy (special Schools where pupils do not have a statement) acting with LA				
	43	Admissions: application decisions (but in community and controlled Schools only where the LA has delegated this power to the Governing Body)				
	44	To appeal against LA directions to admit pupil(s)		√		
Religious Education	45	Responsibility for ensuring provision of RE in line with School's basic curriculum NB this must fall into line with locally agreed syllabus				√
Collective Worship	46	To ensure that all pupils take part in a daily act of collective worship (after consulting GB)				√
	47	To make application to the advisory councils, SACRE, concerning the requirements for collective worship (Schools without a religious character) to disapply (after consulting GB)				√
	48	Arrangements for collective worship (Schools without religious character (after consulting GB)				√
Premises & Insurance	49	Buildings insurance and personal liability– GB to seek advice from LA where appropriate	√			
	50	Developing School buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements	√			
	51	Procuring and maintaining buildings, including developing properly funded maintenance plan	√			



Health & Safety	52	To institute a health and safety policy (in community Schools this would be the LA)	√			
	53	To ensure that health and safety regulations are followed		√		√
School Organisation	54	To publish proposals to change category of School	√			
	55	To set the times of School sessions and the dates of School terms and holidays (in community Schools the LA does this)		√		
	56	To ensure that the School meets for 380 sessions in a School year	√			√
	57	To ensure that School lunch nutritional standards are met where provided by the Governing Body.		√		
Information For Parents	58	To prepare and publish the School prospectus				√
	59	To ensure provision of free School meals to those pupils meeting the criteria				√
	60	Adoption & review of home-School agreements	√			
GB Procedures	61	To draw up instrument of government and any amendments thereafter	√			
	62	To appoint (and remove) the chair and vice-chair of a permanent or a temporary Governing Body	√			
	63	To appoint and remove co-opted Governors				
	64	To appoint and dismiss the clerk to the Governors	√			
	65	To hold a full Governing Body meeting at least three times in a School year or a meeting of the temporary Governing Body as often may require	√			
	66	To set up a Register of Governors' Business Interests	√			
	67	To approve and set up a Governors Expenses Scheme	√			
	68	To discharge duties in respect of pupils with special needs by appointing a 'responsible person'	√			
	69	To consider whether or not to exercise delegation of functions to individuals or committees	√			
	70	To regulate the GB procedures (where not set out in law)	√			
Federations	71	To consider forming a federation or joining an existing federation	√			
	72	To consider requests from other Schools to join the federation	√			
	73	To leave a federation	√			
Extended Schools	74	To decide to offer additional activities and to what form these should take	√			
	75	To put into place the additional services provided		√		
	76	To ensure delivery of services provided		√		
	77	To cease providing extended School provision	√			
Safeguarding	78	To ensure robust Safeguarding Policies and Procedures are in place		√		



Link Governors

Without a good knowledge of the School it is impossible to govern effectively. In order to assist and inform their governance, Governors at Westminster Community Primary School will visit the School on a regular basis, insofar as their own commitments allow. This may include:

- Attendance at and/or participation in assemblies
- Attendance at sports days or at other sports events
- Attendance at celebrations such as awards ceremonies
- Attendance at and/or participation in School council meetings
- Assisting on a School trip
- Visiting classes/participating in lessons
- Assisting in any areas in which they might be individually skilled.

The vast majority of Governors are not teachers, but by joining in with teachers and School life in areas of interest it should prove to be an enjoyable and rewarding experience. It should help the Governing Body as a whole to perform more knowledgeably and with a greater understanding of the whole School issues that are evident in the SSDP.

If visiting a lesson Governors might like to:

Look at displays and talk to children about their learning

Note the methods used by the teacher and teaching assistants during the lesson

Note the children's responses to the lesson as it progresses.

When visiting the School, Governors will agree in advance a mutually convenient time and duration for the visit with the Head Teacher and (where appropriate) other members of staff affected and will make every effort to minimise any disruption caused by their visit. Throughout visits Governors and staff will do all they can to further positive and mutually supportive relationships between staff and Governors. Governors will provide feedback to the Governing Body regarding observations and outcomes from their visits. It is good practice to share this feedback with the Head Teacher in advance of the meeting.

Governors accept that the day-to-day management of the School is the responsibility of the Head Teacher. Included within the Head Teacher's responsibility is that of ensuring pupils receive high quality teaching, and Governors accept that it is not appropriate for them to conduct visits with a view to forming judgements on the quality of teaching and learning within the School. However Governors should have access to monitoring information regarding the quality of teaching and learning within the School and Head Teachers and Governors should agree effective ways of involving Governors in School Improvement Partner visits and reporting the outcome of these meetings to the Governing Body.

When visiting School during the School day Governors will be aware of safeguarding and confidentiality issues in their interactions with pupils.

The Head teacher and staff accept that, while Governors do not have an automatic right to enter the School, it is appropriate for Governors to do so, and will not unreasonably refuse a request made to visit the School. The Head Teacher is committed to involving Governors in the life of the School and will provide them with sufficient information about School events and activities to facilitate this.



Safeguarding Governor Role Descriptor

Section 175 of the Education Act 2002, and regulations under section 157 relating to safeguarding pupils in independent schools place a duty on the governing bodies of maintained schools, and school trusts, to have arrangements in place to ensure that they:

- Carry out their functions with a view to safeguarding and promoting the welfare of children.
- Have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

The statutory guidance 'Keeping Children Safe in Education' (updated for September 2016) places statutory requirements on all governing bodies. Governing bodies must make sure the school has in place policies and procedures that take into account any statutory guidance issued by the Secretary of State, any LA guidance and locally agreed inter-agency procedures. All Governors should ensure that they have read and understood their duties.

The safeguarding governor should have a clear focus in the way the school's Child Protection and Safeguarding Policy and Safeguarding Procedures are implemented within the school and ensure safeguarding is embedded within the school ethos.

The safeguarding governor acts as the link between the Head Teacher and the Designated Safeguarding Lead (DSL), reporting back to Governors on how the Child Protection and Safeguarding Policy is being implemented and how resources are used and/or required.

School policies relevant to the safeguarding governor role include the following:

- Online Safety
- Anti-bullying
- Whistleblowing
- Acceptable Use
- Allegations Against Staff
- Recruitment and Selection
- Attendance

Responsibilities of the Safeguarding Governor

- Ensure that the school has adopted a Safeguarding Policy that is reviewed regularly, published on the school website and easily accessible to all staff.
- Ensure all staff and Governors have received the most up-to-date Keeping Children Safe in Education guidance and that they have both read it and understood their responsibilities for safeguarding within their role.
- Monitor that all members of the school staff have access to a copy of all safeguarding policies and procedures and return a signed declaration of their understanding of these policies and procedures.
- Meet at least termly with the DSL to monitor the implementation of the school Child Protection and Safeguarding Policy and associated procedures.
- Maintain a strategic oversight to ensure that appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory responsibilities are met.
- Champion safeguarding and child protection issues within the school.
- Encourage other members of the governing body to develop their understanding of the governing body's child protection responsibilities.
- Ensure that an enhanced DBS check has been carried out for all members of the governing body.
- Ensure that the school provides a safe environment by having regard to school security and conducting appropriate security checks on all staff and volunteers, and that these include a check to ensure any person presenting at the school is the same person the school is expecting.



- Ensure that all staff are aware of the indicators of possible abuse.
- Ensure that all staff are familiar with the safeguarding referral process, and who is the school DSL.
- Ensure that all staff keep accurate records.
- Ensure that, as a minimum, an annual safeguarding audit has been undertaken, as well as reviewing and monitoring the outcomes and actions following this audit.
- Invite the DSL to attend an LGB/interim executive board meeting to report to Governors following the school safeguarding audit.
- Ensure that, as a minimum, the governing body receives an annual report on the implementation of the school's safeguarding policies and procedures.
- Ensure that an up-to-date risk assessment has been carried out to address the risk of pupils being radicalised.
- Ensure that school staff can identify those pupils who need 'early help', and can demonstrate how these children are identified, the support and interventions in place, and how this is monitored.
- Liaise with the clerk to Governors to ensure that safeguarding is a standing agenda item for every governing body meeting.
- Monitor how internal records are maintained, including, as a minimum, a bi-annual check of the school's single central record.
- Ensure all recruitment of staff and volunteers is undertaken in line with safer recruitment processes.
- Monitor the procedures in place for dealing with allegations of abuse made against staff and volunteers.
- Ensure that appropriate safeguarding children training for all staff, volunteers and Governors is undertaken on an annual basis and that this training complies with the law and statutory guidance, including: several aspects of safeguarding that may not have featured in the past; peer-on-peer abuse; honour based violence and understanding the additional vulnerabilities of those with special educational needs and disabilities and how to overcome these.
- Ensure that all staff receive safeguarding information and training as part of their induction.
- Ensure that there is a clear process in place for staff and volunteers to receive this training when joining the school part way through the academic year.
- Ensure the availability of sufficient and appropriate resources to enable the implementation of the Child Protection and Safeguarding Policy.

