

Keir Hardie Primary School & Children's Centre



Full Governing Body Terms of Reference Code of Conduct Allowances

Reviewed:	Autumn 2023
Date of Next Review:	Autumn 2024

This policy sets out the expectations on and commitment required from school governors and committee members in order for the governing body to properly carry out its work within Keir Hardie Primary School and the community.

Keir Hardie Primary School is an inclusive school, committed to inspiring excellence in our pupils and promoting MAGIC habits: Motivation, Positive Attitude, Gumption, Independence and Communication. We foster, encourage and celebrate these qualities in all members of our school.

Full Governing Board

Terms of Reference - Feb 2024

FULL GOVERNING BOARD KEIR HARDIE PRIMARY SCHOOL

Purpose:

Our board has 3 strategic core functions:

Ensuring clarity of vision, ethos and strategic direction:

- To annually review the vision statement and school aims
- To annually review the school performance against the long term strategic plan
- To annually create the School Development Plan (SDP)
- To undertake whole school self-evaluation, identifying strengths and areas for development, set challenging targets and evaluate progress through the SDP
- To evaluate the views of children, staff, parents/carers and other stakeholders
- To effectively communicate with key stakeholder groups
- To support school activities and events
- To visit the school regularly and develop strong links
- To account for governing body decisions and actions to all those who have a legitimate interest, including: staff, pupils, parents, local and national government agencies eg. Ofsted
- To ensure that duties under Safeguarding legislation are effective and comply with the law at all times

Holding the headteacher to account for the educational performance of the organisation/school and its pupils, and the performance management of staff:

- To support and advise the headteacher
- To challenge the school to drive standards forwards
- To monitor and termly evaluate the impact of the SDP
- To explore and discuss academic standards at least once a term
- To monitor and termly evaluate the overall effectiveness of the provision of education, integrated care and extended services provided by the school
- To evaluate decisions in the interests of children and standards
- To work in partnership with the headteacher to develop key policies
- To ensure that Keir Hardie Primary School identifies and meets the needs of every child, promotes high standards of academic and personal development and raises pupil achievement

Overseeing the financial performance of the organisation/school and making sure its money is well spent:

- To ensure that the highest level of achievement and personal development for all pupils is maintained over a sustained period of time by having robust and effective management systems in place to maximise the deployment of staff and the use of resources
- To termly evaluate the staffing structure to meet all children's needs
- To monitor and termly evaluate the financial planning and its alignment to the school improvement priorities
- To ensure financial stability and the effective management of financial resources

To ensure all statutory responsibilities are met:

- To act as a corporate body
- To act with integrity, objectivity and honesty and in the best interests of the school, in accordance with the Code of Conduct
- To be open about, and prepared to explain, its decisions and actions

Delegation:

- To ensure there are clear roles and responsibilities with regard to decision taking and delegation
- To annually review the decision taking and delegation arrangements

Current Membership: 11 *Number of governors.*

Membership total - 12

The Headteacher (ex officio)

- 4 Parent Governors
- 1 x Vacancy Local Authority Governor
- 5 Co-opted Governors
- 1 Staff Governor

Quorum:

Quorum for the meeting (6)

The quorum for the meeting is 50% of the total governors in office at the time of the meeting (i.e. excluding vacancies) for all decisions.

Meetings:

- At least once a term and as often as necessary
- The focus of the first termly meeting will be achievement and progress
- Meetings are convened by the clerk in accordance with the dates agreed by the governing body
- An agenda will be circulated to all governors by the clerk at least 7 days before the meeting
- The clerk will ensure that minutes are drawn up, checked by the chair and headteacher and circulated to all governors within 2 weeks of the meeting and made available to the public.
- The minutes will be approved by the governing body and signed by the chair at the next meeting
- Voting: Any question to be decided at a governing body meeting must be determined by a majority of votes of those governors present and voting. If there is an equal number of votes, the chair (or the person acting as chair provided they are a governor) has a casting vote
- Any 3 members of the governing body can request a governing body meeting by giving written notice to the clerk that summarises the business to be conducted. The clerk must convene a meeting as soon as is practicable

Policies and compliance: The board will review and ratify all statutory and curriculum subject policies.

This would include:

- Approving the special educational needs policy and information report
- Approving the child protection and safeguarding policies
- Approving the supporting pupils with medical conditions policy
- Approving the finance and pay policy
- Ensuring the consistent application of key policies by:
 - Monitoring their implementation and evaluating the impact
 - Regular review in accordance with statutory requirements

Monitoring:

Keir Hardie's board will be responsibilities in terms of monitoring will be:

This includes:

Achievement of Pupils:

- Ensuring high standards of attainment and progress through effective evaluation of:
 - SATs results, EYFS outcomes
 - Assessment and pupil progress tracking outcomes in all year groups
 - Assessment and pupil progress of children with SEN, looked after children and other vulnerable groups as identified within the school
 - Performance data including: RAISE online, results of KS1 tests, EYFS profile and Value Added
 - Added data
 - The impact of Pupil Premium funding on narrowing gaps for pupils who generate the funding
 - The impact of sport funding to improve the quality and breadth of PE and sport provision

Quality of Teaching:

- Ensuring high standards and consistently high expectations of teaching and learning through effective evaluation of a range of evidence including:
 - Observation records (anonymised)
 - Planning (including differentiation and challenge)
 - Marking, assessment and feedback
 - The learning assistant's role
 - Talking to children about their learning
 - Pupils' attitudes to all aspects of learning
 - Evaluating the impact of staff appraisal and the effectiveness of strategies for improving teaching

Ensuring that Keir Hardie Primary School delivers a curriculum that not only meets statutory requirements, but is broad, balanced and provides positive experiences and rich opportunities for high quality learning in order to:

- Focus on the priorities to ensure that all pupils make excellent progress in reading, writing and maths
- Promote the mental and physical development of all pupils
- Promote the spiritual, moral, social and cultural development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life

Ensuring that Keir Hardie Primary School delivers a coherent and effective strategy for the personal development of all children that includes:

- Celebrating the personal achievements of all children
- Championing all aspects of each child's development
- Actively encouraging the provision of extra-curricular activities and evaluating their Impact
- Seeking the views of the children via surveys, reports from the School Council, attending meetings of the School Council and talking to children in school when visiting
- Overseeing the guidance and support given to children and their families
- Working in partnership with parents/carers

Behaviour and Safety of Pupils:

Ensuring children's attitudes to all aspects of learning are positive and of a consistently high standard across all areas through:

- Monitoring the implementation of the Behaviour Policy and evaluating its impact
- Monitoring the implementation of the Child Protection and Safeguarding Policy and evaluating its impact
- Monitoring the implementation of the Attendance Policy and evaluating its impact
- Monitoring and evaluating the implementation of the Health & Safety Policy and ensuring that the school undertakes all the legal responsibilities as defined by the policy and government guidelines; ensuring sufficient and appropriate resources are allocated to enable the Health & Safety Policy to be implemented
- Ensuring that all food provided by the school meets nutritional standards
- Ensuring that the school has a clear and acceptable uniform policy that is consistently applied across the school
- Ensuring emergency procedures are in place and that everyone is aware of them
- Staying up-to-date with government initiatives relating to child protection and safeguarding. health, behaviour and safety

Leadership and Management:

Ensuring that leadership at all levels drives the improvement of the school through evaluation of:

- The impact of staff appraisal and the effectiveness of strategies for improving teaching
- The link between appraisal and salary progression
- The coherence and effectiveness of professional development, training and opportunities for promotion

Ensuring that leadership at all levels is strong and there is the capacity to bring

about further improvement through:

- Effective succession planning and the development of future leaders
- Evaluation of the extent to which middle leadership/subject leaders are being developed
- Developing successful partnerships with other schools, external agencies and the community
- Developing the skills and knowledge of the governing body to ensure it supports and strengthens the school leadership

Developing and maintaining successful strategies for engaging with parents and the community to achieve positive benefits for all, including:

- Developing and evaluating strategies to actively encourage parental views
- Reviewing the activities the school undertakes to develop links with the local community through curricular and extra-curricular activities
- Overseeing the school website, ensuring statutory requirements are met
- Overseeing production of the school prospectus

Finance:

- Ensuring the investment in staff, activities and learning resources is linked to and makes an impact on pupil outcomes by:
- Working with the headteacher, and the school business manager to decide on how the school's delegated budget should be spent, setting priorities in accordance with the SDP, the 3 year financial plan and the statutory curriculum requirements laid down by the government
- Recommending a sound, sustainable, balanced budget
- Completing the Schools Financial Value Standard (SFVS) and acting on its findings
- Ensuring that an effective and robust Pay Policy is in place and that the Pay Committee meets at least annually and reports to the governing body
- Ensuring that the school operates within the terms of the Finance Policy, Delegated Levels of Authority and the Financial Regulations of the County Council

Premises:

Ensuring that the grounds and premises form an attractive, safe and clean environment for the whole school community and that all building and maintenance work needed to maintain the health and safety of the school is prioritised and added to the SDP by:

- Establishing and reviewing a Building Development Plan, including a rolling refurbishment plan, setting priorities in accordance with the school vision and the SDP
- Determining the use of school premises outside school sessions, including: extended school provision; community use; lettings and income generation

Approved by the governing board:

Next review date:

As individuals on the body we agree to the following:

Role & Responsibilities

- We understand the purpose of the body and the role of the executive leaders.
- We accept that we have no legal authority to act individually, except when the 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 accept collective responsibility for all decisions made by the body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- 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 governance and will act appropriately.
- 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 we will follow the procedures established by the governing body.
- We will actively support and challenge the executive leaders
- We will accept and respect the difference in roles between the body and staff, ensuring that we work collectively for the benefit of the organisation;
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;
- We agree to adhere to the school's rules and policies and the procedures of the governing body as set out by the relevant governing documents and law
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy and the governing body decisions even if they might be different to our personal views;
- when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation

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 why we are unable to.
- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s, with all visits arranged in advance with the headteacher and undertaken within the framework established by the governing body.

- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors will be collected and logged on the DfE's national database of governors ([GIAS](#))

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, the clerk to the governing body and school staff both in and outside of meetings.
- 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 body members 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 executive leaders, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing body meeting.
- We will not reveal the details of any governing body vote.
- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the school website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.

Ceasing to be a governor/trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing body member, such as the vice chair will investigate.

The seven principles of public life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Governors Allowance Policy

Aims

The governing board has decided to pay reasonable allowances from the school's delegated budget to cover any costs that board members incur through carrying out their duties.

This policy sets out the terms on which such allowances will be paid.

By adopting this policy, we will ensure that no member of the community is prevented from becoming a governor on the grounds of cost.

Legislation and guidance

The [Governance Handbook](#) (section 4.7.1, paragraph 63) says that boards in maintained schools with a delegated budget can choose whether or not to pay allowances to board members. Where they choose to do so, it must be in accordance with a policy or scheme.

The legislation on governors' allowances is set out in the [the School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013, part 6](#).

This policy complies with our funding agreement and articles of association.

Overview

Members of the governing board may claim allowances to cover expenditure necessary to enable them to perform their duties.

This does **not** include an attendance allowance, or payment to cover loss of earnings.

Members of the governing board may claim allowances by completing a claim form (see appendix 1) and submitting it to The Office Manager/Finance Officer.

Allowances will only be paid on the provision of a receipt, and will be limited to the amount shown on the receipt.

Members of the governing board may claim for:

- Childcare

- Care for elderly or dependent relatives
- Extra costs incurred because they have a special need or English as a second language
- Travel and subsistence costs
- Telephone charges, photocopying, postage, stationery, etc.
- Other justifiable allowances

Claims will be paid in arrears on a case-by-case basis. Reimbursable costs should be agreed in principle by the Headteacher **before** they are incurred.

The chair of governors (or the vice-chair, where appropriate) may investigate claims that appear excessive or inconsistent. All claims will be subject to an independent audit.

Travel expenses where a governor uses their own vehicle must not exceed the HM Revenue and Customs (HMRC) approved mileage rates (see appendix 2).

Monitoring arrangements

This policy will be reviewed annually by the governing board. Any amendments will be presented at a meeting of the full governing board.

Appendix 1: governor claim form

Appendix 2: approved mileage rates

The table below shows HMRC's current approved mileage rates, which are published on [the HMRC website](#).

TYPE OF VEHICLE	FIRST 10,000 MILES	ABOVE 10,000 MILES
Cars and vans	45p	25p
Motorcycles	24p	24p
Bikes	20p	20p