



**Respect
Collaboration
of Schools**

RESPECT COLLABORATION OF SCHOOLS

Governing Board and Management Committee

2024-2025

To be reviewed annually

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NGA model code of conduct

The following model code of conduct is anchored in the Seven Nolan Principles of Public Life. It aligns with the [Framework for Ethical Leadership in Education](#) which outlines principles that support ethical decision-making and challenge unethical behaviour.

This model code has been updated for 2023 – new and amended statements are highlighted and marked (*).

How to use this code of conduct

- Adapt this code of conduct to meet the needs of your governing body and context.
- Review and approve the code of conduct annually (normally at the first meeting of the autumn term).
- New governors should agree to the board's code of conduct on being appointed as part of their [induction programme](#).
- Chairs may also use their code of conduct to support annual [governor evaluation conversations](#).
- NGA recommends that governing bodies publish their code of conduct on their school website.

Once this code has been adopted, all governors agree to faithfully abide by it.

We will abide by the Seven Nolan Principles of Public Life:

- Selflessness
We will act solely in terms of the public interest.
- Integrity
We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.
- Objectivity
We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
- Accountability
We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.
- Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

- **Honesty**
We will be truthful.
- **Leadership**
We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos, and strategic direction.
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent.

NGA recognises the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard.

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share, and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. *We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring checks.
5. We will work collectively for the benefit of the school.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the school and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the board if we have the authority to do so.
11. *We will fulfil our responsibilities to school staff, ensuring a safe working environment, support for their wellbeing, and acting fairly and without bias.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's reputation in our private communications (including on social media).
14. We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honor the commitments made in this code.
7. *We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents, and other relevant stakeholders from our local community.
2. *We will respect the remit of, and engage constructively with, relevant authorities and other schools.
3. We will express views openly, courteously, and respectfully in all our communications with board members and staff both inside and outside of meetings.
4. We will work to create an inclusive environment where each board member's contributions are valued equally.
5. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils, or families.
2. We will not reveal the details of any governing body vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act as a governor, not as a representative of any group.
6. 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 website.

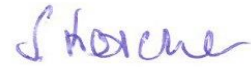
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.

**Statement added or updated in 2023*

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by: Respect Governors on July 15th 2024
Chair of Board

Signed:



We agree that this code of conduct will be reviewed annually endorsed by the full governing board.

STANDING ORDERS FOR GOVERNING BOARDS

Standing Orders are rules established by the Governing Board to regulate the work of the governors. They are in addition to any government regulation and are optional. At the start of the academic year the Full Governing Board and Committees will agree the Terms of Reference Code of Conduct and Standing Orders.

MEETINGS

Full Governing Board meetings will be held via Teams or at Respect Offices Victoria Way. Committee meetings via Teams or in a school.

Meetings are generally on a Monday and will start at 4.30p.m and will be limited to 2 hours. Where business has not been completed within the agreed time, those governors present may resolve to continue the meeting in order to deal with the business notified on the agenda or agree to carry it forward.

AGENDA

The Agenda for Full Governing Board meetings will be organised by the Clerk in consultation with the Head Chair and Vice Chair. Agendas for committee meetings will be organised by the Clerk, Chair of governors, Chair of Committee, and the Head.

Any governor may place an item on the agenda by contacting the Clerk/Head/Chair not less than 10 days before the meeting.

Any governor wishing to raise an urgent item at the meeting must give notice at the start of the meeting. The Governing Board will decide whether any such item will be discussed or dealt with at a subsequent meeting.

ATTENDANCE- to be applied to FGB and Committee meetings.

Where a governor has sent an apology to the Clerk, the minutes will record the Governing Board's acceptance of the apology or otherwise.

It is a legal requirement for minutes to record acceptance or non-acceptance by the Governing Board of an individual governor's absence.

Giving an apology does not protect a governor from disqualification for failing to attend a Governing Board meeting.

If the Governor sends an apology for absence, the governors present decide whether or not to accept that apology. For example, "Apologies for absence were received and accepted from XXX or "Apologies for absence were received from XXX but the Governing Board agreed not to accept this apology".

If no apologies are given this must also be minuted: "Apologies for absence were not received from XXX By default, this now means that the six-month disqualification period commences. The next section explains this. The time of arrival and/or departure of any governor will be recorded in the minutes.

NON-ATTENDANCE

It is important that the majority of governors attend meetings on a regular basis. However, there will be occasions when governors are unable to attend a meeting for a very good reason.

There is an expectation that if governors cannot attend regularly, they put the needs of the school first in their decision-making and should not undermine the effectiveness of the governing board by not discharging their responsibilities fully. To be fully effective governors are expected to attend all FGB and where appropriate committee meetings.

There is an expectation that governors should attend more the 50% of the time in a rolling academic year.

If the Clerk or Chair notes that a governor's absence is of concern

- three meetings missed.
- no apologies received.

then the clerk or chair will email the governor to enquire as to the reason for absence. On discovering that the problem is short lived, time specific (ill health, family problem, specific work issue) no further action will be taken at this stage.

If the problem persists

- six meetings missed.
- no apologies received.
- apologies not accepted by the governing board.

All governors, apart from the Head, **will be disqualified from being a governor if they have failed to attend a Governing Board meeting for a continuous period of six months without:**

- giving their apologies
- obtaining the consent of the Governing Board.

At this time the clerk will send the standard letter /email to the governor (Appendix A) A follow up letter/email will be sent if there is no reply to the first.

MINUTES

Within 10 days of the meeting, the draft minutes will be sent by the Clerk to Chair, Chair of Committee for checking.

Those minutes, which the Governing Board determines as confidential, will be minuted separately and will not be publicly available. Trust Governor allows limited access to specified items such as confidential minutes. They will only be available for checking and reference purpose to relevant governors.

CORRESPONDENCE

All incoming correspondence to the Governing Board is for the attention of the whole Governing Board whether addressed to the Chair, Clerk or Governors.

The Clerk will receive and log all correspondence to the Governing Board.

The Clerk will present all significant items to the next meeting of the Governing Board.

All correspondence with other bodies should be via the Clerk.

DEBATE

The Chair will ensure that all governors enjoy equality of opportunity to express their views. The Chair will regulate all debates.

DECISION MAKING

The Governing Board must make all decisions unless an individual or a committee has been delegated to deal with a specific issue as stipulated in Terms of Reference.

Only governors present at a meeting may vote. Proxy voting is not allowed.

A simple majority decides any matter put to the vote. In the event of a tie, the Chair has a second vote.

Voting will be by a show of hands unless one governor requests a secret ballot. In the case of a meeting that is not quorate, where an urgent decision is required, a virtual ballot will be taken by the chair. This decision will be minuted at the next FGB meeting. Decisions of the Governing Board are binding on all its members.

URGENT ACTION

The Chair (or in the absence of the Chair, the Vice Chair) has the authority to take urgent action (on matters that are permitted to be delegated to an individual) between meetings where the delay in exercising a function is likely to be seriously detrimental to the interests of the school, a pupil at the school or their parents, or a person who works at the School. All such actions to be reported to the next meeting of the Governing Board by the Chair or Clerk.

PUBLIC STATEMENTS

No governor will make any public statement about any matter concerning the school without the authority of the Governing Board.

INFORMATION AND ADVICE

Where expertise is needed, but not available within the Governing Board, an appropriate non-governor may be invited in a non-voting capacity.

ACCESS TO MEETINGS

The Executive Director will attend all governor meetings.

The Executive Head Teacher will attend meetings of the Governing Board as observer and as part of their professional development. The Director of Operations will attend Resources meetings and FGB to advise on finance matters. Other staff may attend to provide information to the board and remain for the specific agenda item. None of these staff have voting rights. The Governing Board will decide who, other than those entitled to attend, may be admitted to a meeting and which meeting will be open to parents or the public.

DELEGATION OF FUNCTIONS

An individual governor may take no action unless authority to do so has been delegated formally by resolution of the Governing Board. See Urgent Action

COMMITTEES

Committees to which the Governing Board has delegated any of its functions will act strictly in accordance with the terms of the delegation.

When establishing Committees, the Governing Board will:

- determine the membership.
- select or confirm the Chair and Vice Chair
- establish the terms of reference (in consultation with the Committee)

The Governing Board may co-opt non-governors to Committees, but they may not form a majority and have no vote unless the Governing Board specifically gives them a vote.

The Executive Director, Executive Head Teacher, Chair, and governors have the right to attend any Committee meeting.

WORKING GROUPS

When establishing Working Groups, the Governing Board will:

- determine the membership.
- select or confirm the Chair.
- establish the terms of reference (in consultation with the Group)
- determine procedures for reporting back.

The Executive Director, Executive Head Teacher, Chair, and governors have the right to attend any Working Group meeting.

CONFIDENTIALITY

All governors have a duty not to discuss any confidential item of governors' business outside the meeting.

REVISION

The Governing Board will review these Standing Orders at the Annual Meeting at the end of each school year.

GOVERNOR ALLOWANCE POLICY 2024

NGA recommends that all governors and trustees are reimbursed for their out-of-pocket expenses as a way of making governance inclusive to all. This should be budgeted for by the school or trust.

Governors and trustees are volunteers and so do not receive payment to carry out their governing duties, or to cover loss of earnings for attending meetings. However, they may be paid allowances or expenses to cover costs incurred while carrying out their role, such as travel and childcare costs.

Reimbursement is made in line with a policy approved by the governing board.

- At **local-authority maintained schools**, a policy is required as the mechanism for reimbursing governors and associate members.
- **Academy trusts** have more flexibility, although we advise them to draw up and approve a policy for reimbursing the expenses of both trustees and those governing at local level.

This page summarises what the expenses policy should include.

We recommend that academy trusts follow the same principles that LA-maintained schools are required to when drawing up their policy for reimbursing the expenses of trustees and those governing at local level. Therefore, all policies should cover:

1. The activities for which expenses and allowances are payable

Such as expenses incurred as a result of:

- attending meetings of the governing board
- attending other meetings in a governing capacity
- attending events in a governing capacity
- carrying out [governance visits](#) in accordance with an approved policy

2. The basis and rates of payment, such as:

- agreed limits (fare) when travel is by public transport.
- when travel is by private vehicle (no more than [HMRC mileage rates](#))
- subsistence eligibility and agreed limits.

3. How expenses and allowances are claimed, including:

- completion of relevant forms
- authorisation
- submission of receipts
- method of claiming and payment

Governors wishing to make claims under these arrangements, once prior approval has been sought, should complete a claims form provided on The Trust Governor attaching receipts where possible, and return it to the School within two weeks of the

date when the allowances were incurred, when they will be submitted for approval by the Chair of Governors and Chair of Resources to be presented to the Resources Committee (which meets at least once per half-term) for final approval. All claims once processed will be lodged with the School Business Manager for processing, recording, budget control and auditing.

Claims will be subject to independent audit and may be investigated by the Chair of Governors (or Chair of Resources in respect of the Chair of Governors) if they appear excessive or inconsistent. This policy will be reviewed annually at the AGM.

Governor Allowances Claims Form

Name:	Name of School:
Address	Date:
Post Code	Claim Period:

I claim the total sum of £ for governor expenses as detailed below. I have attached relevant receipts to support my claim.

Signed.....

	Miles	£	P
Childcare/Babysitting expenses	-		
Care arrangements for an elderly or dependent relative	-		
Support for governors with special needs	-		
Support for governors whose first language is not English	-		
Travel to meetings/training courses @ 45p per mile			
Subsistence when attending national meetings or training events			
Telephone Charges	-		
Postage	-		
Photocopying/Printing /Stationery @ 10p per sheet	Number of sheets		
Other (please specify)			
TOTAL EXPENSES CLAIMED			

This form should be submitted to: School Business Manager

Approved: Chair of Governors Date.... /.../....

Or

Approved: Chair of Resources Date.... /.../....

Date payment processed /.../....

Office use only:

Method of payment: cheque or via CIA

ROLE DESCRIPTION

For maintained school governors August 2021

This model role description should be adapted to suit the needs of your school. It is neither definitive nor exhaustive but is intended as a guide for those wishing to clarify the role of the governor.

Role purpose

Governors work together to carry out their core functions:

1. ensuring there is clarity of vision, ethos, and strategic direction.
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent.

NGA recognises the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard.

Governors must also ensure that the governing body complies with all legal and statutory requirements. Governors should seek the advice of the clerk to the governing board and other professional advice as appropriate.

Governing body strategic responsibilities

Governing bodies work closely with headteachers and senior leaders. Headteachers are responsible for day-to-day management whereas the role of the governing body is strategic. As such, governors are responsible for:

- determining the mission, values, and long-term ambitious vision for the school
- deciding the principles that guide school policies and approving key policies.
- working with senior leaders to develop a strategy for achieving the vision.
- ensuring that parents, pupils, staff, and the wider community are involved, consulted, and informed as appropriate.
- ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life.
- setting the school's budget and ensuring it is managed effectively together with premises and other resources.
- agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy.
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective.

Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies.
- evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance.
- asking challenging questions of school leaders to hold them to account.
- holding the headteacher to account for standards, financial probity, and compliance with agreed policies
- visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- ensuring that there are policies and procedures in place to deal with complaints effectively.

Panels and committees

When required, governors are expected to serve on panels or committees to:

- appoint the headteacher and other senior leaders.
- appraise the headteacher and make pay recommendations.
- hear staff grievances and disciplinary matters.
- review decisions to exclude pupils.
- deal with formal complaints.

Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- attending meetings (a minimum of three full governing board meetings and several committee meetings each year), reading papers and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the board
- getting to know the school, including visiting the school occasionally during school hours.
- undertaking induction training and developing knowledge and skills on an ongoing basis

Expenses

Governors should receive out of pocket expenses incurred as a result of fulfilling their role as governor and NGA recommends that a governing board should have such an expenses policy. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

Role description Governance Professional

For clerk to a governing body or trust board
Reviewed April 2024

The following role description refers to requirements for those working as a clerk to the governing board in a maintained school, academy committee (local governing body) or academy trust board.

It is intended as a guide to support the recruitment and development of clerks and should be adapted to suit the needs of your school(s) based on size, governance arrangements and levels of delegation.

You may also wish to refer to the [governance professional career pathway](#).

Role purpose

To provide advice and guidance to the governing or trust board on governance, constitutional and procedural matters.

A professional clerk will contribute towards the efficient and effective functioning of a governing board and its committees by providing:

- administrative and organisational support
- guidance to ensure that the board works in compliance with the appropriate legal and regulatory framework and understands the potential consequences for non-compliance.
- advice on procedural matters relating to the operation of the board.

Key duties

Organising meetings, hearings, and appeals

The clerk prepares for and administrates meetings, allowing the board to make effective use of their time and focus on strategic matters. The clerk supports the effective running of meetings by:

- working with others to prepare agendas and liaising with those preparing papers to make sure they are available on time.
- convening meetings and distributing papers as required by legislation.
- ensuring meetings are quorate, inclusive, and well structured.
- overseeing election of officers
- recording attendance/apologies and taking appropriate action in relation to absences
- taking minutes indicating who is responsible for any agreed actions with timescales.
- circulating draft and approved minutes to all governors/trustees/members of the committee, the headteacher and other relevant bodies within the timescale agreed with the board.
- following up on action points with those responsible and informing the chair of progress

Providing advice and guidance

- advising on legal duties and governing practice
- advising on constitutional requirements
- advising on board procedures
- advising on statutory guidance and policies
- advising on annual tasks and decisions
- advising on governor/trustee CPD
- accessing external advice as appropriate
- supporting issue resolution

Administration and record keeping

The clerk supports the board in maintaining records of policies and procedural documents and ensures these are accessible. This includes:

- maintaining membership records including contact details of board members, terms of office and informing any relevant authorities of changes to membership details
- advising governors/trustees and appointing bodies in advance of the expiry of a term of office and the impact of this on the board's capacity, diversity, and skills mix
- establishing, in discussion with the board, open and transparent vacancy filling processes and efficient procedures for election and appointment
- giving procedural advice and assisting with the management of governor/trustee elections
- advising the board on succession planning for all board roles
- maintaining governing documents such as terms of reference and signed minutes
- collating, maintaining, and ensuring correct publication of information about governors/trustees such as any pecuniary interests.
- maintaining a record of board CPD
- ensuring Disclosure and Barring Service (DBS) and other relevant checks are carried out on any members of the board where it is appropriate to do so.
- maintaining records of board correspondence
- maintaining governance communication portal
- drafting correspondence on behalf of the board

Maintaining relationships and communication

Good relationships between the clerk and members of the board are essential for open communication. Clerks also have a role to play in supporting and advising the governing or trust board on their self-review and development.

The clerk should fulfil these responsibilities, whilst maintaining independence, by:

- maintaining professional working relationships with the chair, the board and school leaders

- communicating on board matters outside of meetings.
- where appropriate, liaising on behalf of the board (such as for external reviews of governance)
- contributing to the coordination of learning and development opportunities for those involved in governance, including induction, and continuing professional development.
- participating in regular performance management with the chair

Ensuring compliance

- ensuring meetings are quorate.
- overseeing the review of required policies
- publication of governance information on school websites
- advising on data protection requirements
- overseeing board recruitment processes
- coordinating safeguarding checks on board members
- monitoring eligibility of board members to serve, including on committees.
- notifying disqualifications, expiry of office etc.
- statutory registers and filing returns.
- keeping up to date with current educational developments and legislation affecting school governance

ROLE DESCRIPTION

For chairs of school governing boards

September 2022

This model role description is suitable for chairs serving on:

- maintained schools governing bodies
- single academy trust boards
- academy committees (local governing bodies) within a multi academy trust

Adapt this role description to meet the needs of your governing board.

If you serve on an academy committee, adapt this role description according to your delegated responsibilities as detailed in your scheme of delegation, paying particular attention to points marked (*).

You may also wish to [refer to our guidance on the role of vice chair](#).

Role purpose

To provide leadership to the governing board, ensuring that it fulfils its functions well, and to work closely with the headteacher to support, advise and help shape proposals to be discussed at board meetings, ensuring the focus is strategic.

Leading governance

- ensure the board and headteacher have a shared vision and sense of purpose.
- *ensure the board sets a clear vision and strategy for the school/trust
- lead the board in monitoring the implementation of the strategy.
- set the culture of the board, balancing, and valuing the support and challenge responsibilities, the generative and fiduciary modes of operation.
- ensure the board acts as a team
- where required, represent the governing board in its dealings with external partners and be an advocate for the school/trust
- attend school and trust functions (performances/sports days/prize-giving) as appropriate and encourage other governors/trustees to do so.

Leading and developing the team

- ensure the board has the required skills and commitment to govern well, and that identified skills gaps are filled.
- ensure a diverse team that reflects the communities served with a mix of new and experienced members and a variety of backgrounds.
- ensure all members of the board have a thorough understanding of their role and receive appropriate induction and training as required.
- encourage the board, and individual board members, to conduct annual self-evaluation (and model this approach to others through a chair's 360 review)
- ensure that board members are involved and feel valued.
- carry out a performance review of each board member (or delegate this to the vice chair)
- encourage the development of board members.
- model and reinforce the board's agreed code of conduct.
- develop a good working relationship with the vice chair, ensuring they are kept fully informed and delegating tasks as appropriate.
- ensure that there is a plan for succession for the chair, vice chair and any committee chairs.

Working with the headteacher

- build a professional relationship with the headteacher that allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings.
- meet regularly (normally monthly) with the headteacher.
- *ensure there are transparent and effective processes for the recruitment and induction of the headteacher
- *ensure appropriate governor/trustee involvement in recruiting other executive leaders

- ensure all board members concentrate on their strategic role and hold the headteacher to account.
- ensure that school leaders provide information that allows the board to fulfil its function.
- *oversee and participate in the headteacher's appraisal ensuring that appropriate continuing professional development (CPD) is provided (if chairing an academy committee, the headteacher will be line managed by a trust executive, but the chair should still be involved in the appraisal)
- ensure the workload and wellbeing of executive leaders is considered.
- ensure the headteacher provides staff with an understanding of the role of the governing board and acts as link between the two.
- play a lead role in any decision to suspend the headteacher (the chair of an academy committee will have a reduced role in this)

Leading improvement

- ensure the board is involved at a strategic level in the trust/school's self-evaluation process and that this feeds into its key priorities.
- ensure the board's business is focused on the strategic priorities.
- ensure the board has the information it needs to monitor the progress of pupils and consider appropriate actions to improve outcomes.
- ensure the board has good knowledge of the school.
- ensure there are mechanisms in place to listen to the views of parents, pupils, and staff.

Leading governing board business

- ensure the governing board appoints a governance professional capable of advising the board on its functions and relevant procedure and that they are appraised and developed.
- collaborate with the governance professional to establish effective working procedures and, where relevant, sound committee structures
- work with the governance professional and the lead executive to plan for board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and avoid unnecessary paperwork.
- chair meetings effectively, promoting an open culture that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible.
- ensure that decisions taken at the meetings of the governing board are implemented.
- *ensure that effective arrangements are in place for dealing with complaints made to the governing board under the adopted complaints procedure
- *ensure that effective arrangements are in place for dealing with employment matters, (for example, grievance, disciplinary, capability) under the adopted procedures of the school/trust

Person specification

Candidates for the role of chair should be able to demonstrate a good number of the following skills and attributes:

- commitment to the school/trust and its mission
- personal integrity
- good understanding of the environment in which the school/trust is operating
- good understanding of the role and legal responsibilities of the board and its members
- strong relationship-building and communication skills
- negotiation and diplomacy skills with the ability to have courageous conversations
- ability to think strategically and objectively, take the long view and prioritise
- capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk
- ability to chair meetings well, encouraging debate and facilitating decision-making
- ability to build and get the best out of a team while addressing any skills or experience gaps

ROLE OF THE VICE CHAIR

While the vice chair's role can vary greatly between individual schools and trusts, the purpose of the role is to:

- act as a sounding board for the chair.
- share tasks with the chair when agreed, ensuring a manageable workload.
- be the chair's deputy in times of absence.

Vice chair duties

The vice chair carries out all the duties that are expected of a governor/trustee. In addition, specific tasks or responsibilities may be delegated to the vice chair. This could include:

- co-ordinating the [induction of new governors/trustees](#)
- evaluating [skills audits](#) and identifying board development needs
- being the point of contact for [complaints](#) directed to the board under an adopted procedure

Everyone on the governing board needs to be clear on their role and responsibilities – we recommend that any duties delegated to the vice chair are documented.

Required skills, knowledge, and behaviour.

The vice chair works in close partnership with the chair; they will need to develop a strong working relationship that is built on an understanding of one another's strengths and experience. This leads to efficient sharing of workload that increases the leadership capacity of the governing board.

The vice chair needs to be able to act as chair for any meeting of the governing board, if required. In a period of extended absence, the vice chair also needs to be able to take on other responsibilities and duties normally performed by the chair. As such, the vice chair may need to undertake training or shadow the chair to ensure they are well prepared to step in.

Succession planning

Governing boards must plan for the chair's replacement before they step down. Often, the vice chair is an aspiring chair and so will need appropriate support and training to prepare them for the role of chair.

Our [succession planning guidance](#) provides further advice on this topic.

CONSTITUTION OF THE GOVERNING BOARD and Management Committee

Respect Collaboration of Schools

Bridge Street School (PRU Management Comm) Kingsmead School (Special School) Castle School

One Board fulfils the function of Governing Body and Management Committee

Our constitution is guided by the Constitution Regulations 2012.

The current composition of the governing board as of September 2024 is as follows.

CATEGORY	TERM OF OFFICE	GOVERNOR	Kingsmead APPOINTED	Kingsmead UNTIL	Bridge Street Castle APPOINTED	Bridge Street Castle UNTIL
			School Governors		Management Committee	
Executive Director		Mike Pride	September 2018		September 2018	
1 LA	4 years	Debs Robinson	September 2023	September 2027	September 2023	September 2027
2 Staff Governors	4 years	Will Broderick Maria Lewis	September 2017 n/a	September 2025 n/a	n/a September 2022	n/a August 2025
7 Co-opted (GB) Community (M Comm)	4 years	Sandra Fletcher Jade Murden <i>Cecilia Emery</i> Kieran Dwyer Mina Munns <i>Tiffnie Harris</i> Vacancy Vacancy Vacancy	September 2023 September 2023 <i>September 2023</i> September 2023 September 2023 <i>September 2023</i>	September 2027 September 2027 <i>May 2024</i> September 2027 September 2027 <i>June 2024</i>	September 2023 September 2023 <i>September 2023</i> September 2023 September 2023 <i>September 2023</i>	September 2027 September 2027 <i>May 2024</i> September 2027 September 2027 <i>June 2024</i>
2 Parent	4 years	Vacancy Vacancy				
Associate Members	1 year	Emmet Bunting	Sept 2018	Re appoint annually	Sept 2018	Re appoint annually
Co-opted to Committees	1 year	Helen Buckley – Business Manager (Resources)	Oct 2013	Re appoint annually	April 2016	Re appoint annually

Full Governing Board - Terms of Reference (TOR) - Remits of FGB

There is no legal requirement for the FGB to have TOR. Committees must have TOR. However, to give some guidance we consider the following useful.

Administration and Governance
1. Changes to the Instrument of Government, including terms of office
2. To decide the arrangements for FGB meetings and additional meetings (legal minimum of 3 per year)
3. To regulate the procedures of meetings, for example code of conduct
4. To publish proposals for alteration, change of category or closure of the school
5. To ensure that the school meets for 380 sessions in a school year
6. Setting the Individual School Range (ISR)
7. Decision to federate, academise or form joint committees with other schools
8. To consider whether to exercise delegation of functions to individuals or committees
9. To appoint a clerk to the Discipline Committee (who is not a governor or head teacher)
10. To publish proposals to alter, discontinue or change category of school
Membership
1. To appoint, suspend or remove governors
2. To appoint, dismiss and fix the salary of the clerk to governors
3. To appoint associate members (non-voting)
4. To elect or remove the chair
5. To elect or remove the vice-chair
6. To appoint link or designated governors, for example performance management, safeguarding
7. Establishment and membership of committees and their remits, including selection panels for head teacher and deputy head teacher recruitment
Staffing
1. To recruit and ratify the appointment of a new head teacher
2. To recruit and ratify the appointment of a new deputy head teacher and staff on the leadership spine
3. To determine the arrangements for the appointment of all other staff
4. To ratify the appointment all other staff
5. To determine dismissal payments/early retirement
6. To suspend and dismiss the head teacher
7. To end the suspension of the head teacher
8. To suspend and dismiss other staff
9. To end the suspension of other staff
Finance
1. To approve the Annual Budget Plan and Best Value Statement
2. To establish the financial limits of delegated authority to enter commitments and to authorise payments
3. To approve a written description of financial systems and procedures in line with LAs scheme for financing schools
4. To establish the governors', register of pecuniary and business interest and oversee its maintenance
5. To ensure the school is working to the SFVS standards
6. To establish and monitor a governors expenses scheme
Standards
1. To participate in the school self-review process including the review of the governing board effectiveness and 360 review of the COG
2. To approve the School Improvement Plan

3. To comply with the requirements of the Ofsted Inspection Framework
4. To consider in full any inspection report made by Ofsted , DfE or the LA and ensure they are incorporated in the SIP
5. To receive school improvement information from the school, LA, consultants, and Ofsted
6. To be involved and sign off on the school's self-review statement
7. To ratify targets for pupil progress

Policies

Supporting children with medical needs who cannot attend school - Standards then FGB
Safeguarding - Resources then FGB
Teachers Pay and Pay Grades - Resources then FGB
SEND and SEND Information - Standards then FGB
Careers - Standards then FGB
Staff behaviour (Code of Conduct and Grievance) Resources then FGB
Teacher performance and capability inc teacher appraisal - Resources then FGB
Behaviour and Behaviour Statement - Resources then FGB
Admissions – Standards then FGB
Governors Allowances
Instruments of Government
Business Interests
Governor Allowances

Standards committee terms of reference

For maintained school governing bodies

Reviewed September 2023

The following example terms of reference should be adapted to reflect:

- your specific governing body and school
- your committee's delegated responsibilities
- constitutional documents (such as your instrument of government)

Name of school:	Respect Collaboration of Schools
Name of committee:	Standards
Date agreed:	July 15 th , 2024,
Review date:	<i>Terms of reference must be reviewed by the full governing body annually.</i>

Chair of committee:	Deborah Robinson
Clerk:	Sharon Barker
Membership:	Membership may include associate members but (for voting purposes), a majority of committee members should be governors.
Quorum:	At least three governors who are members of the committee.
Meetings:	Half Termly

The curriculum committee has delegated responsibility to:

1. review the curriculum offer, ensuring that [statutory requirements](#) are met.
2. ensure that the curriculum offer reflects the school's values.
3. ensure that the curriculum meets the needs of **all** pupils regardless of ability, age, sex, or ethnicity.
4. ensure that the requirements of pupils with special educational needs and disabilities (SEND) are met, as laid out in the Code of Practice
5. ensure that the curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness.
6. ensure that [required information](#) relating to the school's curriculum (and [careers programme](#) where relevant) is published on the school's website
7. monitor and evaluate the results of pupil's learning in terms of progress and attainment and how well pupils perform in examinations and assessments.
8. evaluate the impact of the curriculum in terms of pupils' preparedness for the next stage of education and employment.
9. monitor and review the progress and attainment of specific groups of pupils including those in receipt of pupil premium funding and pupils with SEND.

10. monitor and evaluate the impact of continuing professional development on the quality of teaching.
11. advise the [*finance committee*] on the funding priorities necessary to deliver the curriculum.
12. consider recommendations relating to teaching and learning from external reviews of the school (for example, Ofsted or local school improvement advisers), and ensure an appropriate plan is in place to act on any recommendations.
13. review and monitor any policies delegated by the full governing body.

Policies delegated to the curriculum committee
SEND and SEND information - then to FGB
Children with Health needs who cannot attend school - then to FGB
Admissions
Single Equality information and objectives
Accessibility Plan
School Complaints
Supporting pupils with medical conditions - then FGB
Relationships and sex education
Careers - then to FGB
<u>View Department for Education statutory policies guidance</u>

Resources committee terms of reference

For maintained school governing bodies Reviewed September 2023

The following example terms of reference should be adapted to reflect:

- your specific governing body and school
- your committee's delegated responsibilities
- constitutional documents (such as your instrument of government)

Name of school:	Respect Collaboration of Schools
Name of committee:	Resources
Date agreed:	July 15 th 2024
Review date:	Terms of reference must be reviewed by the full governing body annually.
Chair of committee:	Kieran Dwyer
Clerk:	Sharon Barker

Membership:	Membership may include associate members but (for voting purposes), a majority of committee members should be governors.
Quorum:	At least three governors who are members of the committee.
Meetings:	Half Termly

The committee has delegated responsibility to:

Finance

14. review an annual budget, ensuring resources are allocated in line with the school's strategic priorities and curriculum plans.
15. maintain a realistic three-year financial plan, which takes into account the school's vision, known risks and opportunities.
16. present an annual budget to the full governing body for approval.
17. monitor actual income and expenditure at least once a term against the approved budget.
18. benchmark income and expenditure against that of similar schools, considering comparative performance and opportunities to improve efficiency.
19. ensure that sufficient funds are allocated for staff pay increments.
20. report back to each meeting of the full governing body, alerting them to potential problems and significant variations to the approved budget at the earliest opportunity.
21. monitor spending of pupil premium, PE, and sport premium (and other relevant premiums); ensuring that funding is spent effectively and is having the intended impact on pupil outcomes.
22. review and approve any adjustments to the school's approved budget (subject to the local scheme of delegation)
23. approve expenditure and virements of sums over £75,000 – sums below this amount are delegated to the Executive Director
24. undertake detailed scrutiny and recommend approval of the Schools Financial Value Standard (SFVS) and undertake actions identified as part of the SFVS.
25. ensure local authority financial procedures are complied with.
26. receive and act upon any issues identified by a local authority audit.
27. ensure that the school follows basic procurement rules and achieves best value for money when acquiring goods and services.
28. assess the school's insurance cover to ensure that it provides adequate protection against risks.

Staffing

29. review the staffing structure of the school annually, ensuring that it meets the requirements the school development plan, the curriculum and is affordable.
30. consider applications from staff for variation to contract (such as secondments, early retirement, leave of absence, reduced working hours and flexible working requests)
31. review staff work-life balance, working conditions and wellbeing, including monitoring staff absence rates.

32. oversee the operation of the appraisal policy, including making arrangements for the headteacher's performance management.
33. review pay decision data to ensure that pay increments are awarded fairly.
34. ensure that staffing procedures (including recruitment procedures) comply with equality legislation and safer recruitment practice.
35. monitor the provision of staff training and CPD, ensuring sufficient budget is allocated.

Premises, health, and safety

36. ensure that safeguarding policies, procedures and training is effective and complies with the law at all times, having regard to statutory guidance Keeping Children Safe in Education
37. ensure appropriate risk assessments are carried out and reviewed on a regular basis, particularly in response to changes in equipment or circumstances.
38. monitor the completion of actions and recommendations arising from risk assessments.
39. review the school's accessibility plan.
40. receive an annual health and safety audit report and monitor any arising actions.
41. receive a regular report on accident statistics, near misses, incidents of violence or aggression.
42. ensure that a process is in place to approve educational visits, ensuring that health and safety planning and risk assessments have been undertaken for them.
43. ensure that inspections of the school site, buildings and equipment take place (annually and at appropriate intervals), and a report is received identifying any issues.
44. monitor the health and safety training that staff and governors undertake.
45. review, adopt and monitor all policies delegated by the board.

Delegated policies
Safeguarding - then to FGB
Behaviour and Behaviour statement - then to FGB
Teacher performance and capability inc (Teacher Appraisal and Capability)
Data Protection covers GDPR and Staff records
Health and Safety – then FGB
Premises Management document
Staff behaviour and grievance inc, Code of Conduct, - then to FGB
Allegations and abuse against staff
Teachers Pay and Pay scales - then to FGB
Charging and Remissions
SCR - Live document
Register of Business Interest – Live document
<u>View Department for Education statutory policies guidance</u>

SCHOOL VISITS: MODEL POLICY

For governor & trustee monitoring visits April 2021

We recommend that governing boards adopt a policy that sets out how school visits are to be conducted and explains what governors/trustees should do prior to, during, and after a visit.

This model policy should be adapted to meet the needs of your school/trust – Our [guide to school visits](#) provides further advice on making the most of school visits.

You can also download a template visits schedule and report form.

Name of school / trust: Respect Collaboration of Schools

Date policy adopted: July 2024

Date for review: July 2025

Signed: (Chair on behalf of governing board)

Signed: (Headteacher/CEO on behalf of the school/trust)

Policy aims

This policy aims to ensure that all governors/trustees understand:

- the purpose of monitoring visits
- the expectations for carrying out visits including preparation, expected conduct, and reporting back to the governing board.

Purpose of visits

Visiting school on a planned, regular basis allows governors/trustees to:

- better understand their school's strengths and areas for development
- determine if agreed policies and procedures are working in practice.
- identify how resources are being used.
- show staff and pupils that they are interested in the life, work, and achievements of a school.
- experience the culture and ethos of the school.

Monitoring visits should focus on:

- strategic priorities and key policies agreed by the governing board.
- the evaluation of progress: are the things people say are happening actually happening?

- seeking assurance that the needs of pupils are being met (such as safeguarding and SEND)

Frequency of visits

The frequency of governance visits should be in accordance with the schedule established by the governing board and agreed with school leaders and relevant staff. Visits should be scheduled to allow governors/trustees to see relevant activities and strategic milestones.

Arranging and preparing for visits

Visits should be arranged through the headteacher, with adequate notice, and agreed with the relevant members of staff.

Due regard should be given to:

- how the visit fits with the schedule of board and committee meetings, to allow for timely feedback and discussion
- how to avoid visits clashing with important events and/or busy periods in school life
- the workload implications for staff who are likely to be involved in the visits.

Governors/trustees are encouraged to prepare for their visit. This may include:

- reading and familiarising yourself with the governing board's protocol for visits and the expected conduct
- reading and familiarising yourself with the school's policy for visitors (this is different from the governor/trustee visits policy) that includes relevant health, safety, and safeguarding instructions.
- reading the background information relating to the focus of the visit, such as relevant section(s) of the strategic plan, performance data, policies, stakeholder information
- clarifying the purpose of the visit with the head teacher and or relevant member of staff
- confirming the visit schedule and activities

Conduct on visits

When visiting the school in a governing capacity, you should:

- arrive in good time and follow the school's procedures (such as signing in and producing identification)
- adopt a friendly approach that puts everyone at ease.
- be respectful of the school at work and if you wish to take notes, check that those you are with are comfortable with this.
- if you are taking notes, be clear with everyone that this is for feedback purposes and that you are not recording judgements (for example on the quality of their teaching)
- ask relevant questions that are closely linked to the purpose of your visit.
- acknowledge the staff and pupils you meet.

Governors/ trustees are also expected to behave in line with the governing board's code of conduct, being aware of the need to maintain confidentiality.

Expectations following a visit

A report should be completed as soon as possible after each visit. A draft will be shared with the headteacher, and any other members of staff involved in the visit and, when agreed, a final version will be included in the papers for discussion in the next governing board meeting (this may be the full governing board or a committee, as appropriate)

School visits: report template below

For governor & trustee monitoring visits

April 2021

Name of school / trust:

Governor/trustee name:

Name of lead staff member:

Date of visit:

Focus of visit

Visits should focus on:

- *strategic priorities and key policies agreed by the governing board.*
- *the evaluation of progress: are the things people say are happening actually happening?*
- *seeking assurance that the needs of pupils are being met*

Summary of activities

For example:

- *meeting staff with responsibility for specific areas (such as safeguarding or SEND)*
- *talking to staff and pupils*
- *experiencing a lesson being taught (as part of getting to know the school, rather than making judgements about quality of teaching)*
- *seeing examples of pupil work*

What have I learned and how will I feed this back to my board?

Relate this back to focus of your visit.

Discussion points for the governing board

Summary of activities

Any other comments

An opportunity for the relevant staff member to provide comments on your report.

Go to the NGA website for the full guide to school visits.

Appendix A

Disqualification letter 1

I am sorry to have to write to you about this issue but our governing board minutes' record that you have not attended a governing board meeting for six months. The minutes also record that we have received no apologies for absence.

or

The governors have not accepted apologies for non- attendance.

I am writing to ask you whether you wish to continue as a school governor?

We appreciate that being a school governor is both time consuming and demanding. You may have particular problems at the moment, which prevent you attending, but hope this will be short lived enabling you to take up your role again. Please contact me by email to let me know your intention in the next seven days after receiving this letter, say by ...

If your non-attendance continues, we will have to consider disqualifying you. This disqualification would comply with the six-month rule in A guide to the Law for School Governors.

“ A governor who, without consent of the governing board, has failed to attend the meetings thereof for a continuous period of six months beginning from the date of the first such meeting he failed to attend, is, on the expiry of that period disqualified from continuing to hold office as a governor of that school”.

We hope you will want to continue as a governor and that you can resume your much appreciated support of the school.

Yours sincerely
Chair of Governors

Disqualification letter 2

I am sorry to have to contact you again, but our governing board record that you have not attended a governing board meeting for six months. The minutes also record that we have received no apologies for absence .

or

that governors have not accepted apologies for non- attendance.

This letter is to inform you that you will be removed from the governing board of The Respect Collaboration of Schools for non – attendance. This disqualification complies with the six-month rule in A guide to the Law for School Governors.

” a governor who, without consent of the governing board, has failed to attend the meeting s thereof for a continuous period of six months beginning from the date of the first such meeting he failed to attend, is, on the expiry of that period disqualified from continuing to hold office as a governor of that school”.

We are sorry you have been unable to contribute as a governor as we are keen to retain governors. On behalf of the governors, I would like to thank you for the service you have provided to the school, which we appreciate, is time consuming .We hope you enjoyed you time as a governor.

Yours sincerely
Chair of Governors