



# Terms of Reference

**Circle Model template for LA Maintained Governing Bodies  
2023/24**

**These model Terms of Reference (TORs) are based on best practice. It is the responsibility of individual boards to ensure that these TORs are in line with policies and procedures adopted by the board.**

**Use these terms of reference as a working document to ensure the board have covered all their statutory duties**

Related documents:

- Monitoring Visits policy
- Code of Conduct
- Standing Orders for election of chair/vice chair, appointment of co-opted governors, appointment of partnership governors, virtual governance

## Outline

The Governing Board (known as the board) works collectively as a 'whole team', meeting at least six times per year, usually once in each term, without any separate committees. An annual planner and agenda for each meeting will include all the tasks which the board is required to consider, and the board may 'commission' assignments or activities arising from the business of the meeting, which will be recorded in the minutes. **Any 'commissioned' working groups will have board drafted agreed terms of reference (which will be incorporated within this document)** and will report any findings actions, or recommended decisions to the board at its next meeting. These reports will in turn inform collective strategic decision making by the board.

In addition to 'commissioning' activities or actions on their behalf, the board, to ensure its core functions are fulfilled, will delegate monitoring responsibilities to 'monitoring pairs' or 'individuals'. These include the Department for Education (DfE) identified individual roles, roles recommended by the LA, and those focused on the priorities of the School Plan.

**The board recognises the delegated monitoring individuals/pairs are replacing committees in terms of challenge, responsibility and accountability when undertaking their monitoring and reporting back to the board; the board recognises that all decisions are made by the full board and no financial delegated authority is given to monitoring pairs.** Meetings of the board and delegated individuals/pairs will be considerate of the wellbeing of staff and executive lead/headteacher by referring to the [DfE teacher workload reduction toolkit](#).

In each case where a function has been delegated there is a statutory duty for the delegated governor/s to report, by written monitoring reports, any findings, action, or recommendations for board decision.

The board meets at least six times a year, considers monitoring reports and recommendations, makes decisions, and conducts routine business.

This document has been prepared in such a way that tasks may be ticked off once completed. Please note where some actions are required more than once during the academic year the board must manage how tasks are fulfilled.

Items in **red** are for discussion and decision by the board before adoption. This document can be personalised to suit your board's requirements.

This document also includes guidance for the statutory link roles of SEND, Safeguarding, Health & Safety and Careers link governors.

Table of Changes 2023/24 - Circle Model	
PAGE	Change
Cover Page	<p>These model TORs are based on best practice. It is the responsibility of individual boards to ensure that these TORs are in line with policies and procedures adopted by the board.</p> <p>Use these terms of reference as a working document to ensure the board have covered all their statutory duties</p>
Numbered Paragraphs	Terms of Reference Section has been numbered for ease of reference when allocating responsibilities
3	<ul style="list-style-type: none"> <li>Safeguarding, which includes online safety</li> </ul>
3	<ul style="list-style-type: none"> <li>Attendance – as identified in the DfE <a href="#">attendance guidance</a></li> </ul>
3	<ul style="list-style-type: none"> <li>Cybersecurity - as identified in DfE <a href="#">meeting digital and technology standards in schools</a></li> </ul>
4	1.11. To decide which functions of the board will be delegated to individuals or monitoring pairs in replacement of a committee, based on monitoring school priorities, and to appoint into the roles.
4	1.13. To consider appointment of additional link governor roles, such as Pupil Premium, attendance, cybersecurity, whole school wellbeing, Early Years
4	1.14. To ensure at least one member of the Governing Body to have undertaken basic cyber security training <a href="#">meeting digital and technology standards in schools and colleges guidance</a>
4	1.21. To ensure all governors have an enhanced Disclosure and Barring Service (DBS) and section 128 check. <i>For LA maintained governors' applications must be submitted to the DBS within 21 days of election or appointment</i>
5	2.4. To regularly review the impact of additional funding eg, Pupil Premium, National Tutoring Funding, Sports Premium
5	2.5. To regularly receive data/reports on areas suggested in the <a href="#">Governance Handbook</a> including: progress, attainment, attendance, behaviour suspensions/ exclusions
5	2.8 To establish procedures for: <a href="#">regulation of conduct and discipline of staff and any grievance process</a>
6	3.5. To abide by the Human Rights Act 1998
7	4.6. To ensure all governors have undertaken safeguarding training, including Child Protection, online safety and PREVENT training regularly to equip them in their strategic role.
7	4.7. To receive regular safeguarding reports from the executive leaders in addition to the <a href="#">annual safeguarding report</a> to the board.
7	4.8. To ensure the Governing Board are aware of their roles and responsibilities regarding monitoring and filtering and cyber security within school/s
8	6.10. To establish and <b>annually review and approve</b> the charging and remissions policy.
10	7.19. To establish a governor panel to hear staff appeals against dismissal, redundancy, grievances, bullying and harassment and pay in accordance with the relevant policy.
10	8.2. To review the use of suspension and permanent exclusion and <b>consider</b> via an exclusion panel all permanent exclusions and suspensions where a

	pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public exam. ( <b>This may be delegated to the chair/vice chair in cases of urgency</b> - see DfE Guidance " <a href="#">Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement</a> " updated Sept 23)
10	8.5. To receive regular updates on attendance, behaviour, suspensions and exclusions
10	9.5. To review and approve the lettings policy (see <i>KCSIE</i> )
11	11.6. Admissions appeals: To ensure an independent panel is set up in line with the <a href="#">School Admission Appeals Code</a> . (VA, foundation, and special schools)*.
16	<ul style="list-style-type: none"> <li>To monitor the online safety policy to ensure the school's monitoring and filtering systems are effective</li> </ul>
16	<ul style="list-style-type: none"> <li>To undertake Cyber training as per guidance</li> </ul>
16	<ul style="list-style-type: none"> <li>To confirm the lettings policy safeguarding checks are completed</li> </ul>
16	<ul style="list-style-type: none"> <li>To undertake annual/ regular safeguarding training in relation to the role</li> </ul>
21	<ul style="list-style-type: none"> <li>To seek advice from the school's HR provider where appropriate</li> </ul>
21	All decisions made by the pay panel will take due account of the written appraisal statement and all relevant information available from an appraisal or other review of an employee's skills, abilities, performance and any other factors deemed to be relevant. This will include any written recommendation made by an employee's appraiser.
22	<ul style="list-style-type: none"> <li>To carry out appraisal of other teachers (or delegate to line managers in the school) and ensure mid-year reviews are undertaken</li> </ul>
22	<ul style="list-style-type: none"> <li>To undertake moderation of pay recommendations to ensure consistency and fairness across staff groups</li> </ul>

# St Matthew's High Brooms CE Primary School

Powder Mill Lane  
Tunbridge Wells  
Kent  
TN4 9DY



## Terms of Reference

*Fulfilling God-given potential*

*Distinctive Christian values-  
Honesty, Kindness, Respect, Responsibility*

The Governing Board will always operate in accordance with the requirements of the Education Act; the School Governance Regulations; the Local Authority Scheme for Financing Schools; the Local Authority Financial Regulations and Procedures and all other relevant legislation. These terms of reference will be reviewed at least annually.

**These documents were agreed by the board at their meeting held on: 25.9.23**

**Next review due by: Sept '24**

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<b>Terms of Reference for Headteacher Performance Management</b>	<b><u><a href="#">Section 4</a></u></b>
<b>Delegation of Functions to the Headteacher/Executive Leader</b>	<b><u><a href="#">Section 5</a></u></b>

## **Vision/Ethos Statement:**

At St Matthew's we believe that each of us is made in the image of God. God loves every one of us. We value every member of our community, and support them to do their best. "See how very much our father loves us, for he calls us his children, and that is what we are!" (1 John 3 v1, New Living Translation).

We welcome everyone to our school community, whether of Christian faith, other faith or of no faith at all. We recognise that each person has unique gifts and seek to enable them to fulfil their God-given potential.

Education is a relational activity and since relationships are crucial to Christianity it is highly appropriate that we, at St Matthew's High Brooms CE Primary School, see our vision in terms of an accompanied journey of growth and discovery that is ongoing and life-giving.

The journey involves both a long-term view and also determined small steps to get there. Community is at the heart of the school. Success will look different for each person and involves every aspect of our humanity. Everyone is flourishing.

We believe that St Matthew's school is a beacon for the community and a place where people are loved and valued. We encourage each and every member of the school community to embrace their God-given potential and to develop as life-long learners.

## **Our School Values**

Our 4 school values are responsibility, kindness, honesty and respect. We make sure that every child, regardless of their age, learns what each value means and how they can demonstrate that value at home, at school and in the wider world.

## **Terms of Reference for St Matthew's CE Primary School**

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight, and assurance for educational and financial performance. The board has resolved to conduct *all* its business as a board, and to work collectively without committees.

The board will appoint the DfE identified individual delegated governor roles of:

- Safeguarding, which includes online safety
- SEND
- careers (secondary)

Your Local Authority may require the board to also appoint delegated governors for:

- finance
- health and safety

It is recommended by The Education People Governor Services that boards also carefully consider the following link governor positions:

- Pupil Premium/Recovery Premium– as identified in DfE PP statement
- Attendance – as identified in the DfE [attendance guidance](#)
- Cybersecurity - as identified in DfE [meeting digital and technology standards in schools](#)

- Training and development – DfE recommended for focus on the development needs of the Board
- Whole school Wellbeing
- Early Years

Having delegated governors does not reduce the collective accountability of the board for all its functions. The board will need to ensure that its agenda and reporting mechanisms enables all board members to have a collective strategic overview for all delegated monitored areas to enable accountability and effective informed decision making.

The board has three strategic core functions:

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

All governors are required to abide by the Board's Code of Conduct and must indicate their acceptance via GovernorHub\*

The main responsibilities to be managed by the board are outlined below ([click on ▲ each area to expand](#))

**Items in bold within each section may be delegated and reported back to the board.**



## 1. Governing Body Operational Business

- 1.1. To ensure focus on the three strategic core functions.
- 1.2. To review and revise Instrument of Government at FGB for approval by LA and/or foundation trust
- 1.3. To review the standing order for election of the chair and vice chair including the length of the term of office – *the end of term of office dates must be recorded in the Full Governing Body (FGB) minutes.*
- 1.4. Elect (or remove) the chair and vice chair.
- 1.5. To appoint (or dismiss) the governance professional to the full board
- 1.6. To hold at least three board meetings each year for school business
- 1.7. To appoint co-opted governors.
- 1.8. To appoint partnership governors (*where this category of governor is listed on the Instrument of Government*)
- 1.9. To nominate and appoint the Local Authority (LA) nominated governor
- 1.10. To suspend or remove/recommend removal of a governor. (*LA and foundation governors can only be removed by their appointing body or approval body*)
- 1.11. To decide which functions of the board will be delegated to individuals or monitoring pairs in replacement of a committee, based on monitoring school priorities, and to appoint into the roles.
- 1.12. To appoint the DfE identified individually required roles of safeguarding, SEND, careers (secondary) and LA required roles of finance and health & safety based on skill set and expertise.
- 1.13. To consider appointment of additional link governor roles, such as Pupil Premium, attendance, cybersecurity, whole school wellbeing, Early Years
- 1.14. To ensure at least one member of the Governing Body to have undertaken basic cyber security training [meeting digital and technology standards in schools and colleges guidance](#)
- 1.15. To receive reports from any monitoring pair or individuals to whom a delegated or monitoring function has been made and to consider whether any further action or decision by the board is necessary (*statutory duty*)
- 1.16. To annually review the delegation arrangements
- 1.17. To annually review and approve the board monitoring visits policy and monitoring schedule.
- 1.18. To appoint a recruitment selection panel for headteacher/executive leader/deputy headteacher and ensure at least one member of the panel has completed Safer Recruitment Training.
- 1.19. To approve or decline decisions of appointed selection panel.
- 1.20. **To recruit, for board approval, new governors as vacancies arise ensuring the board has all the necessary skills to be effective.**
- 1.21. To ensure all governors have an enhanced Disclosure and Barring Service (DBS) and section 128 check. *For LA maintained governors' applications must be submitted to the DBS within 21 days of election or appointment*
- 1.22. To approve the Board Code of Conduct and ensure all governors abide by its principles.

- 1.23. To approve and set up a governors' allowances scheme.
- 1.24. To regulate and agree the board's procedures where not set out in law and record these as standing orders.
- 1.25. To delegate to the headteacher the functions as described in the Delegation of Functions to Headteacher (Section 5)
- 1.26. To agree and arrange a suitable induction process and mentoring for newly appointed or elected governors which includes safeguarding and child protection (and online safety) and PREVENT training.
- 1.27. To consider the DfE recommended appointment of a training and development governor to audit individual and collective development needs and from evaluation promote appropriate training.
- 1.28. To regularly audit and evaluate the impact of governance to inform the structure of the board
- 1.29. To ensure the headteacher provides such reports as requested by the board to enable it to undertake its role.
- 1.30. To ensure the relevant governor information is published on the school website, GIAS and LA database as required under statutory duties.

## 2. General

- 2.1. Regularly review the vision and values of the school and ensure that these are shared with all stakeholders.
- 2.2. To take an active role in school self-evaluation identifying success and areas requiring improvement.
- 2.3. To annually approve the School Improvement Plan for priority accuracy; regularly holding the leaders to account against the milestones and monitoring against an agreed board monitoring schedule.
- 2.4. To regularly review the impact of additional funding eg, Pupil Premium, National Tutoring Funding, Sports Premium
- 2.5. To regularly receive data/reports on areas suggested in the [Governance Handbook](#) including: progress, attainment, attendance, behaviour suspensions/ exclusions
- 2.6. To review regularly how the school is regarded by pupils and parents.
- 2.7. To ensure the school has in place all *statutory policies* and to keep these under regular **review**, consulting with representative stakeholders as appropriate. (*Some policies may be delegated for review to delegation individuals/pairs for recommendation to board for approval*).
- 2.8. To establish procedures for: [regulation of conduct and discipline of staff and any grievance process](#)
- 2.9. To collectively approve all statutory policies, ensuring their impact and compliance.
- 2.10. To ensure there is a process in place for the approval of school trips and the school's procedures for visits ensure the safety and welfare of the pupils, staff and volunteers.
- 2.11. To approve any school trips overseas; trips involving travel by air or by sea and trips involving one night's absence or more.
- 2.12. To ensure the school has a board approved, up to date, complaints policy published on the school website, with stakeholders knowing how to raise concerns and make a complaint.

- 2.13. To have regard to the professional advice given by the clerk as the governance professional
- 2.14. To ensure that the board complies with all other legal duties placed upon them as shown and updated within the Governance Handbook.
- 2.15. In VA and foundation schools, to be aware of additional responsibilities eg, employment, premises and admissions.
- 2.16. To ensure the [school food standards](#) are being met

### 3. Inclusion and Equality

- 3.1. To establish and approve a special educational needs (SEND) policy.
- 3.2. To publish and update at least annually a SEND information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014, modified 2017).
- 3.3. To ensure the board comply with statutory duties from the SEND code of practice and most recent edition of Keeping Children Safe in Education (KCSIE) in respect of pupils with special needs, and having appointed a SEND governor, receive monitoring reports from link governor.
- 3.4. To abide by the [Equality Act 2010](#) and ensure the school complies with statutory guidance *As public bodies LA maintained schools must comply with the public sector equality duty. This means you must publish:*
  - *details of how your school complies with the public sector equality duty - you must update this every year*
  - *your school's equality objectives - you must update this at least once every 4 years*
- 3.5. To abide by the Human Rights Act 1998
- 3.6. To receive reports on bullying, homophobic and racial incidents.
- 3.7. To ensure the school adheres to [statutory guidance](#) in relation to school uniform
- 3.8. To ensure the accessibility plan is fit for purpose

### 4. Safeguarding

- 4.1. To ensure statutory compliance with the most recent edition of KCSIE and its associated policies including adopting and reviewing annually the most recent edition of the LA child protection policy and relevant procedures
- 4.2. To ensure the board comply with statutory duties of the most recent edition of Keeping Children Safe in Education (KCSIE), and having appointed a DfE identified safeguarding, and SEND governor, receive link governor reports.
- 4.3. To ensure *all* governors have read and understood the most recent edition of KCSIE and have regard to its guidance.
- 4.4. To receive confirmation that every member of school staff has read and understood the most recent edition of [KCSIE](#) part 1 or Annex A, as determined by the board in consultation with the headteacher. *Governing bodies should ensure that those staff who do not work directly with children read either Part one or Annex A*
- 4.5. To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the PREVENT duty within the child protection policy.

- 4.6. To ensure *all* governors have undertaken safeguarding training, including Child Protection, online safety and PREVENT training regularly to equip them in their strategic role.
- 4.7. To receive regular safeguarding reports from the executive leaders in addition to the [annual safeguarding report](#) to the board.
- 4.8. To ensure the Governing Board are aware of their roles and responsibilities regarding monitoring and filtering and cyber security within school/s
- 4.9. **To annually review and evaluate the completed [Safeguarding Review](#) toolkit ensuring any follow up actions are monitored and completed.**

## 5. Curriculum and Outcomes

- 5.1. Ensure national curriculum is taught to all pupils
- 5.2. To ensure the curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.
- 5.3. **To ensure the curriculum is broad and balanced by understanding the intent, implementation, and impact.**
- 5.4. To ensure the British values are embedded within the curriculum, preparing pupils for life in modern Britain
- 5.5. **Ensure statutory provision of career guidance for Years 8-13 by:**
  - Ensuring arrangements are in place to allow a range of education and training providers access all pupils in Years 8-13 to inform them about approved technical education qualifications and apprenticeships (secondary)
- 5.6. To ensure a policy statement setting out the career guidance arrangements is published on the school website (secondary)
- 5.7. To consider recommendations from external reviews of the school (eg, Ofsted, school improvement advisers, Governor Services), reviewing and evaluating any agreed actions to ensure impact.
- 5.8. To undertake any necessary training (in or out of school) that is necessary to enable effective monitoring of the agreed school improvement plan and its targets.
- 5.9. To evaluate the extent of success at the end of the set and agreed timescale.
- 5.10. To identify and celebrate success

## 6. Budget

- 6.1. To ensure all financial decisions above those delegated by the board to the headteacher are agreed at board meetings
- 6.2. To ensure compliance with the LA Scheme for Financing Schools
- 6.3. To operate within the LA's Financial Regulations, Controls and Procedures
- 6.4. **To annually analyse and approve a three-year budget which shows clear links to the School Improvement Plan.**
- 6.5. To approve, **monitor** and submit to the LA a recovery plan where revenue deficit rises above 5% on 31 March of any year
- 6.6. To approve and **review** for impact and delivery, a costed school improvement plan

- 6.7. To annually in the autumn term, approve and then **regularly review** the financial risk register
- 6.8. To **annually review** and approve the finance policy and LA recommended levels of delegation.
  - monitoring pairs should not approve spending - this must be a full board decision.
- 6.9. To **undertake [financial benchmarking](#) and report back to the board.**
- 6.10. To establish and **annually review and approve** the charging and remissions policy.
- 6.11. To enter into contracts following agreed financial limits and processes with board approval (in finance policy); for contracts and purchases greater than £8,000 but less than £50,000, *three written quotations must be obtained*. For contracts and purchases £50,000 and over, *no fewer than three competitive tenders must be sought and document in minutes*.
- 6.12. To approve virements as set out and agreed in the finance policy (**insert amount here**).
- 6.13. To approve any assets to be written off and disposed of, at a board meeting and document within the minutes.
- 6.14. To approve debts up to £1000, which are required to be written off, after every effort has been made by the headteacher and governors to recoup the monies, with the decision made and documented in minutes.
- 6.15. To make decisions in respect of service agreements following agreed delegation of financial limits and insurance limits and document in minutes (scheme for financing schools, p35)
- 6.16. To **draft**, approve and submit the SFVS by 31 March and ensure remedial actions are cleared within specific deadlines
- 6.17. To receive six separate budget monitoring reports at FGB meetings with commentary from the operational business lead, which will include the impact of any change, both positive and negative to the three-year budget plan. ([SFVS Q3 requirement](#)). *Any recovery plan for budget with a deficit must be monitored for implementation and impact.*
- 6.18. For the chair and finance monitoring pairs to receive monthly budget reports.
- 6.19. To effectively manage and **review** resources for financial efficiencies and maximise pupil outcomes ensuring value for money.
- 6.20. To **monitor and evaluate** all school policies and procedures related to fraud and document compliance in board minutes.
- 6.21. To agree the annual strategic action plan for the pupil premium spend and **monitor how all specialist funding is spent (ie, PE and sports premium, and the pupil premium and recovery premium).**
- 6.22. To **monitor and evaluate** the management of the Voluntary Fund and to receive the audited accounts
- 6.23. To receive regular monitoring reports from the finance monitoring pair
- 6.24. To ensure financial succession planning within the board.
  - ensure annual governor financial skills audit is undertaken and evaluated.
- 6.25. To **review** and take account of any consultations to change the LA Scheme for Financing Schools
- 6.26. To receive the school asset plan annually



## 7. Staffing, Appraisal and Performance Management

- 7.1. To annually determine the staff structure in consultation with the Headteacher
- 7.2. To annually review and approve the appraisal policy, recruitment policy and Early Career Teacher (ECT) policy
- 7.3. To ensure the school meets its statutory and contractual obligations with regards to pay
- 7.4. To establish, **review** and annually approve the appraisal and pay policies, ensuring they match the Terms of Reference, including the criteria and framework for pay decisions in line with the most recent edition of the School Teachers Pay and Conditions Document
- 7.5. To determine the annual budget for pay and any uplift to be applied to the school's pay scales for teachers and support staff.
- 7.6. To determine which functions are to be delegated to the pay panel/headteacher.
- 7.7. To appoint the headteacher performance management panel (HTPM) (best practice of 3 skilled and trained governors, to include the chair of the board. The chair of the board must not be appointed as the chair of the panel. The vice chair does not sit on this panel alongside side the chair.)
- 7.8. To appoint, in order to assist the panel, an external adviser for advice and support, on the headteacher's appraisal and to consult that adviser on setting objectives for the headteacher (statutory duty, governance handbook, p95)
- 7.9. **To undertake the executive lead/headteacher appraisal** (best practice before 31 December each year)
- 7.10. **To take into account the headteacher standards for excellence.**
- 7.11. To appoint the pay panel to undertake the pay panel process (best practice, three skilled and knowledgeable governors, ensuring different governors serve on the pay panel to those that serve on HTPM panel)
- 7.12. To agree total pay award following recommendation from pay panel.
- 7.13. To agree any pay award for the headteacher/executive leader following recommendation from the headteacher performance management panel.
- 7.14. **To monitor the application and effectiveness of the pay policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively**
- 7.15. To consider structural solutions upon resignation/retirement of executive lead/headteacher.
  - For best practice, seek the advice and support of the LA prior to decision making
- 7.16. To approve executive leader/headteacher and deputy headteacher appointments and starting salary, subject to necessary checks, following recommendations from the board approved selection panel.
  - For LA maintained community and voluntary controlled schools, this action requires the consideration of LA advice from an LA external adviser.
  - For voluntary aided (VA) and foundation schools – governors should decide whether the director of education/diocesan authority and LA should have advisory rights

- 7.17. In VA schools, agree staffing policies which provide for governor involvement in the interests of preserving the school's religious character.
- 7.18. To establish and review procedures for addressing staff discipline, conduct, grievance, bullying and harassment and pay, ensuring that staffing procedures follow equalities legislation
- 7.19. To establish a governor panel to hear staff appeals against dismissal, redundancy, grievances, bullying and harassment and pay in accordance with the relevant policy.
- 7.20. To dismiss the headteacher.
- 7.21. To end the suspension of staff or headteacher as determined within the policy.
- 7.22. To determine dismissal payments/early retirement.
- 7.23. To **monitor** the CPD budget against the school improvement plan and staff needs to ensure staff development, progression and raised pupil outcomes.

## 8. Discipline/Suspension and Exclusion

- 8.1. To establish a statement of behaviour principles on which the school can produce a behaviour policy.
- 8.2. To review the use of suspension and permanent exclusion and **consider** via an exclusion panel all permanent exclusions and suspensions where a pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public exam. (**This may be delegated to the chair/vice chair in cases of urgency** - see DfE Guidance "[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)" updated Sept 23)
- 8.3. To direct the reinstatement of excluded pupils via the delegated appointed exclusions panel
- 8.4. To consider the findings of any independent review panel
- 8.5. To receive regular updates on attendance, behaviour, suspensions and exclusions

## 9. Premises and Insurance

- 9.1. To approve and **monitor** a school buildings strategy taking into consideration risks and priorities
  - With consideration to the most recent LA Asset management planning arrangements
- 9.2. To procure and maintain buildings, including a properly funded maintenance plan.
- 9.3. To review and approve business continuity plan
- 9.4. To review and approve accessibility plan (as per [statutory policy guidance](#))
- 9.5. To review and approve the lettings policy (see *KCSIE*)
- 9.6. To seek advice from the Local Authority, diocese, or foundation trust, where appropriate to ensure adequate levels of buildings insurance and personal liability.
- 9.7. To receive the annual site report.

## 10. Health and Safety (H&S)

- 10.1. To **establish** and approve a H&S policy
- 10.2. To ensure that H&S regulations are followed and appropriately prioritised.

- 10.3. To receive confirmation of completion of compliance checks from operational lead as per H&S policy
- 10.4. To receive the annual H&S Inspection report and agree any actions
- 10.5. **To receive the LA required H&S inspection reports as per H&S policy three times a year**
- 10.6. **To confirm all risk assessments are regularly reviewed and updated.**
- 10.7. To receive written H&S governor monitoring reports in a timely manner.

## 11. Admissions

- 11.1. To follow The School Admissions Code statutory guidance when carrying out duties relating to school admissions.
  - For community and VC schools, the LA is the admission authority; for all other schools it is the board.
- 11.2. To consult annually before setting an admissions policy, notify the LA and publish the arrangements on the school website in accordance with the paragraph 1.47 of the School Admissions Code. (VA, foundation schools only)
  - Admission authorities for schools with a sixth form must ensure they have determined and published admission arrangements for entry into the sixth form if they intend to admit external applicants (VA and foundation secondary school)\*
- 11.3. Set a clear published admission number (PAN), which states the number of applicants they will admit where enough applications are received.
  - A board of a community or VC school can object to the adjudicator if they disagree with their PAN (which will be set by the LA as admission authority)\*.
- 11.4. To establish an Admissions policy (special schools where pupils do not have a statement) in liaison with the LA\*
- 11.5. To establish an Admissions panel to consider all admissions as per paragraph 2.7 of the [Schools Admissions code](#) (VA and foundation schools only)\*
- 11.6. Admissions appeals: To ensure an independent panel is set up in line with the [School Admission Appeals Code](#). (VA, foundation, and special schools)\*.

\* *Include as appropriate*

## 12. Collective Worship

- 12.1. To ensure that the school provides teaching of religious education for all pupils in accordance with the agreed syllabus or has informed parents of their right to withdraw their child.
- 12.2. To ensure the school provides an act of broadly Christian daily collective worship.
  - In some maintained schools without a designated religious character, the family backgrounds of some or all pupils may lead the executive Leader and board to conclude that broadly Christian collective worship is not appropriate. The executive leader can apply to the local Standing Advisory Council on Religious Education (SACRE) to have the broadly Christian requirement disapplied and replaced by collective worship distinctive of another faith and should consult the board before doing so.
  - In VA schools, VC schools and foundation schools designated with a religious character, the board is responsible for arranging collective worship in accordance



with the trust deed or religious designation of the school after consulting the executive leader

### 13. School Organisation

- 13.1. To set [the time of the school sessions](#) and the dates of school terms and holidays
  - Dates of school terms for community and VC schools are set by the LA.
  - For best practice, VA and foundation schools could follow LA guidelines
- 13.2. To publish proposals to change category of school.
- 13.3. To propose to alter or discontinue voluntary, foundation or special school status.

### 14. Information for Parents

- 14.1. To ensure that the school keeps parents and prospective parents up to date with school information.
- 14.2. To adopt and **review** home school agreements (not statutory, delete if not applicable)

### 15. Collaborations and Consideration of Federation and Academisation

- 15.1. To consider collaborating with another school to aid school improvement or leadership capacity of either school
- 15.2. To consider forming or joining a group of schools
- 15.3. To consider forming a federation or joining an existing federation, seeking LA advice and support before completing due diligence
- 15.4. To consider requests from other schools to join an existing federation and seeking LA advice and support before completing due diligence
- 15.5. To leave a federation, seeking LA advice and support
- 15.6. To consider approach and time scale to academy conversion
- 15.7. To consider forming or joining an existing multi-academy-trust (MAT) and undertake due diligence.

### 16. Extended Services

- 16.1. To decide to offer additional activities and agree what form these should take.
- 16.2. To cease providing extended services provision.

Membership of the board to comply with the Instrument of Government (IOG)

See attached IOG and current governors in post on the school website, GIAS and GovernorHub

**Quorum: one half of the number of governors in post (rounded up)**

### Terms of Reference for Individual Delegated Governors or Monitoring Pairs

Any individual to whom a governor monitoring responsibility has been delegated is expected to work within the following terms of reference in conjunction with the protocols and procedures set out in the governor monitoring visits policy and the board code of conduct. It is a statutory duty in legislation to report back to the full board at the next meeting following a monitoring visit.

Having delegated governors does not reduce the collective accountability of the board for all its functions. The board will need to ensure that its agenda and reporting mechanisms enables all board members to have a collective strategic overview for all delegated monitored areas to enable accountability and effective informed decision making.

## Guiding principles:

Before undertaking any monitoring, governors will read the monitoring policy and board code of conduct.

Written reports will be submitted for factual check and comment by the headteacher within one week of the visit, and then be lodged with the clerk for distribution as soon as possible, at least seven days before the next board meeting.

It is expected that three monitoring visits will be completed during the year unless school circumstances necessitate more. Not all visits necessarily have to take place during the time when students/pupils are in school and could be just as effective as a meeting between governor(s) and the lead professional at the end of the day as mutually agreed

## Responsibilities

- To ensure full understanding of the delegated role.
- To be properly prepared for each visit by reading relevant policies and paperwork
- To meet with the lead professional within the school to gain an understanding of the scope of the area/target and the activities the school is conducting to achieve success.
- To ensure key questions are asked and collective constructive challenge is enabled at the board meetings to hold leaders to account. ([See Governance Handbook for sample questions](#))
- To ensure any board meeting follow up actions are completed and documented.
- To undertake any necessary training (in or out of school) to enable effective monitoring.
- To monitor the progress of school activities towards the priority milestone or statutory duties.
- To evaluate the extent of success at the end of the set timescale.
- To ensure all visits to the school are arranged with reference to the executive lead/headteacher and in accordance with the Governor Monitoring Visits Policy.

## The board have appointed the following individual delegated governors:

<b>Statutory roles:</b>	
Safeguarding (including Child Protection)	Chris Wicks
SEND	Laura Masson
Careers guidance (secondary)	
<b>LA required roles:</b>	
Health and safety	David Johnson
Finance governor	Kate Muhwezi
<b>Non statutory/best practice:</b>	
Training and development governor	Laura Masson
Pupil premium/recovery/other targeted funding	John Geenty
Whole school wellbeing	
Early Years	Lisa Weller
Any other governor monitoring roles in accordance with school priorities, add as rows below	
<b>Agreed by the board:</b> 28.9.23	
<b>Review date:</b> Sept 24	

## Guidance for Monitoring Pairs for SIP Priorities/Curriculum

The board recognises the delegated monitoring individuals/pairs are replacing committees in terms of challenge, responsibility and accountability when undertaking their monitoring and reporting back to the board; the board recognises that all decisions are made by the full board

and no delegated authority is given to monitoring pairs. **This guidance is to support monitoring pairs and link governors associated with school improvement and pupil outcomes to fulfil their roles.**

Monitoring pairs have a statutory duty to report to the full Governing Body their findings for further discussion and/or decision.

*This list is not exhaustive and can be reviewed to meet the needs of our board.*

### General

- To undertake monitoring visits to the school relevant to the identified SIP priority and comply with governor monitoring visits policy.
- Visit regularly, with consideration for timing of board meetings, wellbeing of staff and governors, and timetabled relevant to school data analysis timescales. (Best practice 3 times per academic year)
- To ensure monitoring visit reports are included in FGB papers in a timely manner
- To monitor the schools' policies in relation to the curriculum, pupil welfare and behaviour.
- To monitor the relevant areas and milestones within the school improvement plan

### Curriculum

- To monitor and report to the FGB how the agreed curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.
- To monitor and report to the FGB how British values are embedded within the curriculum.
- To monitor statutory provision of career guidance for years 8-13 in consultation with the careers link governor (secondary – delete as appropriate)
- To understand the performance data for the school including the vulnerable groupings.
- To monitor impact of specialist funding for pupil premium, recovery premium and PE/sports premium\* (\*primary only)

### Expectations and Outcomes

- To monitor pupil group achievement and progress against expectations, predicted outcomes and school improvement milestones and targets.
- To monitor the impact of any extended services provided against pupil progress and achievement

**The board have appointed the following monitoring pairs for SIP priorities:**

SIP Priority	Names of monitoring pairs

## Guidance SEND Link Governors

All link governors have a statutory duty to report to the Full Governing Body their findings for further discussion and/or decision. The role of the SEND governor is to ensure the board are aware of their statutory responsibilities and to monitor on behalf of the board and report back to the board for further discussion and decision.

This guidance is to support SEND link governor fulfilling their role

*This list is not exhaustive and can be reviewed to meet the needs of our board.*

click on ▲ each area to expand.

- To undertake monitoring visits
- To ensure monitoring visit reports are included in FGB papers in a timely manner
- To monitor the relevant areas and milestones within the school improvement plan relating the pupils with SEND
- To monitor and report to the FGB how the agreed curriculum is ambitious and inclusive, designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.
- To monitor the impact of high needs funding and progress of pupils with SEND
- To review the special educational needs policy for approval at board level
- To liaise with the SENCo to ensure the SEND information report is reviewed and updated at least annually.
- To monitor compliance with the statutory duties from the SEND code of practice and report back to the board.
- To monitor pupil group achievement and progress against expectations, predicted outcomes and school improvement milestones and targets regarding pupils with SEND.
- To ensure the accessibility plan is considered and approved. *This could be in collaboration with the H&S link governor*
- To keep up to date with legislative and local guidance in relation to pupils with SEND and inclusion, attending training where necessary and ensure the board is made aware of any changes to their statutory responsibilities.

## Guidance for the Safeguarding Link Governor

All link governors have a statutory duty to report to the Full Governing Body their findings for further discussion and/or decision. The role of the Safeguarding governor is to ensure the board are aware of their statutory responsibilities, take strategic leadership responsibility for the safeguarding arrangements and report back to the board in a timely manner.

This guidance is to support safeguarding link governor fulfilling their role

*This list is not exhaustive and can be reviewed to meet the needs of our board.*

- To undertake monitoring visits to the school.
- To meet with the DSL regularly to review safeguarding arrangements.
- To monitor compliance with the statutory duties from the most recent KCSIE and report back to the board.
- To have read and understood the most recent KCSIE in its entirety.
- To ensure own knowledge of relevant guidance and policy is up to date, ensuring the board is made aware of any changes to their safeguarding responsibilities
- To monitor the Child Protection policy and associated policies to ensure safeguarding is effective and report to the board

- To monitor the online safety policy to ensure the school's monitoring and filtering systems are effective
- To undertake Cyber training as per guidance
- To confirm the lettings policy safeguarding checks are completed
- To undertake annual/regular safeguarding training in relation to the role
- In collaboration with the operational lead, annually review the Safeguarding Review toolkit for submission to the full board and monitor follow up actions
- To monitor the schools' policies in relation to behaviour.

## Guidance for the Health and Safety Link Governor

All link governors have a statutory duty to report to the Full Governing Body their findings for further discussion and/or decision. There are no delegated decision-making powers. The role of the health and safety (H&S) link governor is to ensure the board are aware of their statutory responsibilities regarding health & safety and to monitor on behalf of the board and report back to the board for further discussion and decision. The H&S link governor will not conduct any health and safety checks themselves.

This guidance is to support health and safety link governor fulfilling their role

*This list is not exhaustive and can be reviewed to meet the needs of our board.*

- To undertake monitoring visits to the school.
- To review the business continuity plan and report recommendations to the board
- To monitor the accessibility plan and review for approval. *This could be in collaboration with SEND link governor*
- To monitor the school building strategy/maintenance plan and update board via monitoring report
- To review and recommend the H&S policy to the FGB for approval and adoption
- To monitor the H&S policy.
- To monitor FGB agreed actions from the annual H&S Inspection Report
- To receive the LA required H&S Inspection Reports from the operational lead three times a year as per the H&S policy.
- To ensure H&S monitoring visits take place as agreed within the monitoring schedule and report to the board.

## Guidance for Monitoring Pairs for Finance

The board recognises the delegated monitoring individuals/pairs are replacing committees in terms of challenge, responsibility and accountability when undertaking their monitoring and reporting back to the board; the board recognises that all decisions are made by the full board and no delegated financial authority is given to monitoring pairs. **The guidance is to support monitoring pairs and link governors associated with school finance to fulfil their roles.**

Monitoring pairs and link governors have a statutory duty to report to the Full Governing Body their findings for further discussion and/or decision. There are no delegated decision-making powers

*This list is not exhaustive and can be reviewed to meet the needs of our board.*

## General

- To undertake monitoring visits to the school.

- To monitor the impact of the costed school improvement plan in relation to the budget spend.
- To make regular reports to the board and ensure that all financial decisions are recorded correctly in the minutes.
- Review compliance audit reports, ensuring the Board follows recommendations and actions.
- To monitor that the school is working within the SFVS recommended guidelines ([SFVS](#))
- To monitor compliance with the [LA Scheme for Financing Schools](#) and report to the board
- To monitor the school asset plan annually
- To annually in the autumn term recommend to the board the financial risk register and keep under regular review.

## Budget

- To annually evaluate and recommend the budget for board approval.
- To maintain an up to date 'balanced' three-year budget plan, which shows clear links to the 'school improvement' and 'staffing' plans.
  - Receiving reports of any rollover, including any significant variances and their impact on the three-year budget plan.
- To receive monthly budget monitoring reports from the school's operational finance lead
  - *This is in addition to the chair of the board being in receipt of a monthly finance report.*
- To produce, with support from the school's operational finance lead, a draft SFVS return for board approval for submission to the LA before the annual deadline.
- Monitor and report to the board any SFVS remedial actions to ensure they are cleared within specified deadlines.
- To produce a report for the board to show the benchmark of school financial performance against similar schools.
- To monitor the spend of extra funding such as pupil premium, recovery premium, sports premium, ensuring its use has impact and liaise with the relevant link governor/s
- To monitor, evaluate and review for approval all school policies and procedures related to fraud and report to the board with recommendations.
  - Anti-fraud, bribery & corruption policy; finance policy; lettings policy; whistle blowing policy; governor allowance policy; charging & remissions policy.
- To monitor and evaluate the management of the Voluntary Fund and to ensure the board receive the audited accounts and report. **(Delete if not applicable)**

## The board have appointed the following governors as the monitoring pairs for finance:

[name here]

[name here]



## Terms of Reference for Panel Hearings

- To make any decisions under the board's personnel procedures eg, disciplinary, grievance, capability, bullying and harassment unless delegated to the headteacher.
- To consider any appeals against a decision to dismiss a member of staff or to a decision short of dismissal eg, disciplinary, grievance or capability.
- To make any determinations on behalf of the board in relation to staff redundancy and redundancy appeals.
- To make any determinations on behalf of the board in relation to any pay appeal.
- To make any determination or decision under the board's School Complaints Procedure.
- To consider any representations by parents in the case of an exclusion (in accordance with the Statutory DfE Exclusions Guidance).
- To consider the appropriateness of any permanent exclusion or fixed term exclusion which totals 15 days or more in one term or where a pupil is denied the chance to take a public examination (in accordance with the Statutory DfE Exclusions Guidance).
- All panels are to be convened by the governance professional/clerk
- All panels will follow the relevant board approved policy, procedure, and guidance.
- All panellists will undergo training to understand their roles and responsibilities
- All panellists will be unbiased and understand the remit of their decision making as described within the relevant policy

### **Membership: Any three governors from a pool of governors from the full board who are:**

Suitably knowledgeable and objective to undertake the role, and not tainted

Available on the date specified

#### **PLEASE NOTE:**

- *The headteacher is disqualified from serving in this role.*
- *Any governor having a connection with either a pupil, a member of staff or the incident in question which could affect their ability to act impartially should not serve on the panel.*
- *Any governor who has participated on a panel for a staffing decision, cannot sit on the appeal panel*
- *Staff governors and any members of staff should not sit on panels*

## Terms of Reference for Headteacher Performance Management Panel

### **Guiding Principles:**

- In following best practice, the headteacher's appraisal will be the first staff appraisal performed to enable headteacher objectives to be reflected within other whole school staff performance management objectives to drive the school forward.
- Is it a statutory requirement that the board appoint an independent external adviser to assist the panel with the headteacher' appraisal, and to consult on setting objectives for the headteacher; this person should be suitably experienced and knowledgeable in school improvement and leadership matters.

Where serious weaknesses are identified in the headteacher's performance then the process should cease, and the issues will be managed within the school's formal capability procedure. The appraisal process will be recommenced when the headteacher's performance has reached the required standard.

## Responsibilities:

- To meet annually with the headteacher and a *board appointed*, independent external adviser
- Inform the headteacher of the standards against which their performance will be assessed.
- To review, in consultation, with the external advisor, the performance of the headteacher against the agreed appraisal objectives.
- To consult with the external advisor to set challenging but achievable objectives for the coming year ensuring they are specific, measurable, attainable, relevant, and time-bound (SMART).
  - Objectives should as far as possible be reached by agreement. However, where a joint determination cannot be made the HTPM panel will make the determination, following consultation with the external adviser, with the provision for the headteacher to record any disagreement if required.
- To prepare and agree the headteacher appraisal review statement, and report to the board the completion of the process.
- To determine the recommendation on pay progression for approval by the full board.
- To monitor through the year, including a mid-year review meeting, the performance of the headteacher against the agreed objectives and to ensure appropriate support and development opportunities are provided.

## Membership: Three governors, including the chair of the board, though not the vice chair as well.

The chair of the board will not take the role of the panel chair.

### PLEASE NOTE:

- Neither the headteacher nor staff governors may serve on this group.
- In voluntary aided/controlled schools, consideration for best practice, for at least one member to be a foundation governor.
- Consideration may need to be given to situations where governors serve on both HTPM and the pay panel.

Governor 1 and chair of panel:
Governor 2:
Governor 3:
<b>Date agreed for HTPM:</b> <i>(best practice before staff and before 31 December)</i>
<b>Date agreed for mid-year review:</b> <i>(Usually March/April)</i>



## Terms of Reference for the Pay Panel

The board will delegate all pay decisions in accordance with the school's pay policy the pay panel will act in accordance with the pay policy. It is the role of the pay panel:

- To observe all statutory and contractual obligations.
- To determine the pay progression to be awarded to individuals as delegated within the pay policy, having regard for the most recent publication of the School Teachers Pay and Conditions Document
- To apply the criteria set out in the school's pay policy and consider fully the recommendations made by the headteacher regarding an individual's pay.
  - Where pay decisions are made by a pay panel - the headteacher may provide professional advice and guidance to the panel to assist with decision making.
  - To ensure the achievement of all the pay policy objectives and principles in a fair, reasonable and equitable manner
- To ensure all employees are made aware of the outcome of their individual pay review in writing within ten days of the decision making.
- To maintain an *accurate written record of all meetings*, recording the reasons for the pay decisions taken and having due regard to confidentiality.
- To report summary information regarding annual total budget for pay decisions to the board.
- To recommend to the board changes to the policy and to consult with staff and recognised unions on those proposed changes.
- To seek advice from the school's HR provider where appropriate.

All decisions made by the pay panel will take due account of the written appraisal statement and all relevant information available from an appraisal or other review of an employee's skills, abilities, performance and any other factors deemed to be relevant. This will include any written recommendation made by an employee's appraiser.

All decisions regarding pay progression for teachers, including the leadership group should be made without undue delay. These should be completed prior to or on 31 October for teaching staff.

### Membership [three governors]

- Membership of the pay panel will not be open to anyone who could benefit financially, directly or indirectly from such membership or any of the decisions of the panel

#### PLEASE NOTE:

- In voluntary controlled schools at least one member must be a foundation governor.
- In voluntary aided schools, at least two must be foundation governors.
- Neither the headteacher nor staff governors may serve on this group.

Carefully consider the membership of the panel and appeals panels to ensure the right composition. Avoid both the chair and vice chair being members of the pay panel as this will inhibit one of these key senior roles being available for any pay appeals that may arise. Consideration should be given to situations where governors serve on both HTPM and the pay panel.

Governor and chair of panel:
Governor:
Governor:

## Delegation of Functions to Headteacher/Executive Leader

The delegation to the headteacher/executive leader ensures a clear separation between strategic non-executive oversight and operational executive leadership. The headteacher/executive leader is expected to work within the Headteacher's standards and the following terms of reference, and to provide the board with such reports in connection with their functions as the board requires and to ensure all policies requiring board approval are presented.

### Budget

- To make miscellaneous financial decisions up to an agreed limit of £8000 (primary) £25000 (secondary) as set out in the school finance policy.
  - *LA Scheme for financing schools suggests up to £8000 for primary £25000 for secondary*
- To make virements as set out and agreed in the school's finance policy (**insert amount here**)
- To monitor monthly expenditure.
- To make payments.
- To ensure the board receives six separate budget monitoring reports every year
- To ensure monthly budget reports are sent to the chair of governors and the finance monitoring pairs

### Staffing, Appraisal and Performance Management

- To appoint teachers and non-teaching staff.
- To establish disciplinary, capability and grievance procedures.
- To suspend staff.
- To initially dismiss staff.
- To produce and maintain a central record of recruitment and vetting checks, to also include those involved in school governance
- To formulate and implement an appraisal policy, recruitment policy and Early Career Teacher policy
- To make pay decisions in line with the pay policy and legal requirements
- To carry out appraisal of other teachers (or delegate to line managers in the school) and ensure mid-year reviews are undertaken
- To undertake moderation of pay recommendations to ensure consistency and fairness across staff groups

### Curriculum

- To ensure the national curriculum is taught to all pupils and consider disapplication for pupils as appropriate.
- To establish and implement a curriculum policy.
- To decide which subject options should be taught.
- To be responsible for standards of teaching.
- To be responsible for each individual child's education.
- To agree and **review** the content of any Relationships Education (primary)/Relationships and Sex Education (RSE, secondary)\* to ensure it meets statutory requirements, and to approve a written policy for its delivery.
- To ensure the balanced treatment of political issues and to prohibit political indoctrination.

- To promote British values.
- To provide clear guidance on which a strategy for independent careers advice and guidance is developed in line with the Gatsby Benchmarks.\* (statutory for secondary)

\*Delete as appropriate

### Standard Setting

- To set standards and predictions for pupil achievement and progress.
- To annually deliver the School Improvement Plan for approval at FGB

### Religious Education and Collective Worship

- To provide religious education in line with school's basic curriculum.
- In schools with a religious character, to provide religious education to the agreed syllabus.
- To ensure, after consultation with the board, that all pupils take part in a daily act of collective worship.
  - In schools with a religious character, to provide collective worship of a denominational character.

### Health and Safety, Premises and Insurance

- To ensure rigorous approaches to identifying, managing and mitigating risk.
- To ensure Health & Safety regulations are followed.
- To ensure the health & safety policy is adhered to and to carry out regular health & safety inspections (at least three times a year) and take remedial action as appropriate.
- To ensure emergency evacuation is practiced at least three times a year and records retained.
- To report to the board at FGB meetings that compliance checks have been completed.
- To ensure that all risk assessments are regularly reviewed and updated and reported to the board.
- To ensure the board receives the school buildings strategy for approval.

### Discipline/Suspension and Exclusions

- To draft the content of the school behaviour policy and publicise it to staff, students and parents.

*The board of a maintained school must make, and from time-to-time review, a written statement of principles to help the head teacher determine the measures that make up the school's behaviour policy (which must include measures to prevent all forms of bullying among pupils). This duty cannot be delegated. The board must consult the headteacher, other appropriate members of staff, parents, carers and all registered pupils before making or changing this statement of principles*

### Inclusion and Equality

- To designate a suitably qualified teacher to be responsible for co-ordinating SEND provision (SENCO)
- To appoint a designated teacher for looked after children
- To ensure that PSED statements are compliant and available on the website

### School Organisation

- To ensure that the school meets for 380 sessions in a school year within [DfE guidance for school hours](#)

- To ensure that the [national school food standards](#) are met.
- To draft and implement a data protection policy which complies with GDPR and review it at least every two years and register with the Information Commissioner's Office
- To ensure the statutory required information is uploaded to the school website.
- Maintain a register of pupil attendance.
- To publish on the [website](#) the drafted structure and remit of the board, including governor appointment details, term of office and attendance record
- To submit governor information to the DfE database of governors (GIAS)

### Information for Parents

- To ensure that the school keeps parents and prospective parents up to date with school information.
- To ensure that free school meals are provided to those pupils meeting the criteria.
- To ensure that parents are aware of their rights to withdraw their child from collective worship, RE and sex and relationship education.
- To ensure that a report on each child's educational achievement is forwarded to parents/guardians
- To ensure the school meets the [statutory requirements in regard to school uniform](#)

### Extended Schools

- To put into place the additional services provided.
- To ensure delivery of services provided