

# Terms of Reference for the **FULL GOVERNING BOARD** at Bow Community Primary School

Agreed at meeting of the full governing board on September 2023

Review date: FGB 1 Autumn Term 2023

Membership: Mel Bishop, Erin Blake (Chair), Richard Drake, Alice Humberstone (Staff Governor), Julia Hill (Vice-chair), Beth Lecoq, Kathryn Tayler, Clare Wilmott (HT), Lucie Hiscock, *Vacancy*

Quorum: 5

Chair: Erin Blake

Vice-Chair: Julia Hill

Clerk: Natalie Pitts-Chandler

Meeting dates for the academic year:	19 September 2023	16 April 2024
	7 November 2023	21 May 2024
	5 December 2023	18 June 2024
	30 January 2024	9 July 2024
	15 March 2024	

## **Withdrawal**

Any governor or associate member employed to work at the school, other than the headteacher, **must** withdraw from the meeting for discussions and decisions concerning the pay or performance of anyone employed at the school. The Headteacher must withdraw if his or her pay or performance is being discussed. Any governor or associate member must withdraw where there may be a conflict of interests with items declared on the 'Register of Business Interests' form. The clerk must withdraw if his or her pay or performance is being discussed.

## **Matters of Urgency**

These may be dealt with by the chair of the board and headteacher and reported to the next meeting of the full governing board.

## **Delegation**

The board may use its powers to delegate functions and decisions to committees or individual governors. It is the overall board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.

**Governors and Associate Members will undertake appropriate training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.**

**The Full Governing Body operates a portfolio system, whereby core duties are shared by all governors, with individual governors leading on particular focus areas. The annual cycle of business brings all of this together, ensuring that all duties can be discharged and evidenced.**

## Governance: All Governors

Ensure focus on three core strategic functions: <ol style="list-style-type: none"><li>1. Ensuring clarity of vision, ethos and strategic direction</li><li>2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff</li><li>3. Overseeing the financial performance of the school and making sure its money is well spent</li></ol>
To draw up the Instrument of Government and any amendments thereafter
To operate at all times in accordance with the requirements of the Education Act, the School Governance Regulations, the Local Authorities Scheme for Financing Schools and all other relevant legislation
To follow the agreed Governor's Code of Practice for our school
Elect (or remove) the Chair and Vice Chair.
To appoint (or dismiss) the Clerk to the Governing Board.
To hold at least 6 Full Governing Board meetings each year.
To appoint and remove Co-opted governors and any associate members.
To suspend or remove a governor.
To decide which functions of the Governing Board will be delegated and to whom.
To receive reports from any committee or individual to whom a delegation has been made and to consider whether any further action by the Governing Board is necessary.
To review the delegation arrangements annually.
To recruit new governors as vacancies arise.
To set up and publish a register of Governors' Business Interests. ( <i>Delegated to Clerk</i> )
To review and approve a Governors' Expenses Policy.
To arrange a suitable induction process and mentoring for newly appointed or elected governors
To set meeting dates for the school year.
To audit individual and collective development needs and promote appropriate training.
To ensure the Headteacher provides such reports as requested by the Governing Board to enable it to undertake its role.
To read and sign the Keeping Children Safe in Education (KCSiE) annually.
To publish the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record.

## General: All Governors

Regularly review the vision and values of the school and ensure that these are shared with all stakeholders.
To take an active role in School Self Evaluation identifying success and areas requiring improvement.
To update and review regularly the School Development Plan, identifying monitoring opportunities for the governing Board.
To review regularly how the school is regarded by pupils and parents.
To understand the performance of the school in learning and teaching, being aware of areas for action, and providing constructive challenge to the Headteacher to drive improvement
To ensure the school has in place all statutory policies and to keep these under regular review, consulting with representative stakeholders as appropriate.
To approve policies on review.
To ensure that the school does not discriminate against pupils, job applicants or staff on the basis of race, religion, gender, age disability or sexual orientation.

To ensure that the governing Board complies with all other legal duties placed upon them.
To be available and respond to matters of particular difficulty, sensitivity or concern, and offer advice to the Headteacher
To set the time of the school sessions and the dates of school terms and holidays.
To publish proposals to change category of school.
To ensure that the school keeps parents and prospective parents informed and engaged in school life.
To produce a set of written principles for the school behaviour policy and present these for consultation.
To ensure compliance of the school website.
To decide whether to offer additional activities and what form these should take.
To put into place the additional services provided.
To decide whether to stop providing additional activities.
To receive reports on bullying, homophobic and racial incidents.

**Curriculum: All Governors**

To ensure the National Curriculum is taught to all pupils
To agree or reject and monitor curriculum policy
To monitor for standards of teaching and support continuous improvement
To prohibit political indoctrination and ensuring the balanced treatment of political issues

**Finance: Lead Governor – Erin Blake**

Policies and Documents delegated to this governor:

- Charging and Remissions Policy
- Finance Policy
- Governor Expenses Policy
- Lettings Policy
- Procurement Policy
- Record of Individuals with Authority
- School’s Financial Value Standard (SFVS) Return

Duties which are delegated to this governor:

*It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

D Delegated to Lead Governor from Full Governing Board

R Make Recommendations to Full Governing Board

The finance lead governor will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	<b>D</b>
<p>In consultation with the headteacher and taking into consideration:</p> <ul style="list-style-type: none"> <li>• available resources</li> <li>• sustainability of commitments</li> <li>• the school development plan</li> <li>• forecast pupil numbers</li> <li>• anticipated contractual liabilities</li> <li>• other relevant factors</li> </ul> <p>the lead governor to scrutinise the formal budget plan(s) for the financial year and make recommendations to the full governing board for its approval.</p>	<b>R</b>

To ensure the continued knowledge and understanding of governors in respect of the requirements of the <a href="#">Schools Financial Value Standard</a> (SFVS) and ensure annual return is submitted.	D
To ensure the establishment and maintenance of an up to date 3 - 5 year financial plan, ensuring that current data is used to inform the 3 year plan.	D
To monitor budgets for all funds under the board's control (including virement decisions) at least termly, monitor that appropriate action is being taken to maintain financial viability and report significant variances from the anticipated position to the board.	D
To establish/recommend as appropriate policies (to include recommended levels of delegation) to the Governing Board. This will include a: <ul style="list-style-type: none"> <li>• Finance Policy, including appropriate levels of financial delegation</li> <li>• Charging and Remissions Policy</li> <li>• Governor Allowances / Expenses Policy</li> </ul>	R D D
To ensure the continued knowledge and understanding of governors in respect of the Schools Funding Consultation held in the Autumn term and to provide an agreed response to the consultation.	D
To monitor expenditure of any voluntary funds kept on behalf of the governing board and ensure the annual audit of these funds.	D
To make recommendations in respect of service level agreements and service contracts	R
To consider and approve non routine expenditure (not provided within the School Development Plan) in accordance with the Finance Policy including recommendations from other committees.	D
To monitor statistics, performance indicators and key ratios and other non-financial data affecting budgets, directing action as appropriate.	D
To receive audit reports and refer key issues to the governing board. Direct the response to such reports and ensure such reports are appropriately acted upon.	D
To undertake financial benchmarking, alert the governing board to any best value implications and make recommendations to the full governing board for best practice. <a href="https://schools-financial-benchmarking.service.gov.uk/">https://schools-financial-benchmarking.service.gov.uk/</a>	D
To monitor the proper allocation of pupil premium, sports funding, CiC funding, and report to the full governing board.	D
To ensure an appropriate Risk Register is maintained. Review and monitor the register to ensure the board is made aware of the potential financial impact of identified risks	D
To monitor school purchasing to ensure that conflicts of interests are identified.	D
To review pupil numbers and implications on the budget, including the number of pupils eligible for Free School Meals	D
To identify levels of surplus (deficit) balances at end of financial year, recommend plans for use (recovery)	R
To approve / recommend the writing off of irrecoverable debts, up to delegated limit, and the disposal of surplus and damaged equipment	R
To review procurement strategies and efficiency savings programme	R
To liaise with the Premises Lead Governor and the headteacher to review the School Emergency Management Plan (financial aspects)	R
To ensure that an appropriate register of business interests is maintained by the clerk for everyone involved in governance and the school has a similar record for those involved in the finances of the school at a senior level. Ensure that a summary of relevant business interests is published on the school website to meet statutory obligations.	D
To monitor that appropriate levels of insurance are in place.	D

## Pupil Premium: Lead governor – Julia Hill

Policies and Documents delegated to this governor:

- Pupil Premium Policy

Duties which are delegated to this governor:

*It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

The purpose of the pupil premium is to narrow attainment gaps between pupils eligible for the premium and their peers. Boards should ensure that pupil premium funding is being spent on improving attainment for eligible pupils. It is the responsibility of the Governing Board to ensure that the school's Pupil Premium Strategy is established to address the barriers to learning identified in their setting.

D Delegated to Lead Governor from Full Governing Board

R Recommend to Full Governing Board

The Pupil Premium Governor will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	D
To be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated, how much money is allocated to the school and which groups of pupils attract the premium. Ensure school has identified all children eligible for the pupil premium including those eligible for the early years pupil premium funding where there is a school-run nursery provision; Pupil Premium Plus for Children in Care/adopted children and Service Premium for pupils with parents in the armed forces.	D
To keep the board up to date with work undertaken by the Pupil Premium Governor through regular reports supplied to the FGB.	D
To ensure that the school appoints a staff member as the Pupil Premium champion and provides appropriate training for this individual.	D
To act as a governor champion for disadvantaged children during board meetings and governor monitoring visits in order to ensure this remains a priority in all aspects of decision making.	D
To ensure that the school website is compliant in relation to the statutory requirements to publish the Pupil Premium strategy and a meaningful summary is published detailing how funding is used and the difference it is making.	D
To monitor to ensure that all staff are aware of the school's Pupil Premium strategy.	D
To work with the staff Pupil Premium champion and the headteacher to ensure that a pupil premium strategy is developed for approval by the board which: <ul style="list-style-type: none"> <li>● <i>Identifies the barriers faced by pupils eligible for Pupil Premium funding*</i></li> <li>● <i>Gives details of how the resources are to be allocated</i></li> <li>● <i>Gives an overview of the actions to be taken</i></li> <li>● <i>Gives a summary of the expected outcomes</i></li> <li>● <i>Identifies ways of monitoring the effectiveness of these actions as they are ongoing and notes who will be responsible for ensuring that this information is passed to the Pupil Premium governor and the board</i></li> <li>● <i>Explains what will be evaluated at the end of the action and what measures of success will be applied</i></li> <li>● <i>Allows the SLT and the board to know and be able to intervene quickly if outcomes are not improving in the way that they want them to.</i></li> </ul>	R
To monitor spending of the Pupil Premium, ensuring the money is spent in identifiable ways to support target groups of pupils.	D
Monitor the short term uses of the funding (e.g. with Year 6) and the longer term uses (e.g. with Year 5 and below). Is the balance right?	R
To challenge the allocation of the pupil premium grant if there is no clear audit trail evidencing appropriate use of the resources.	R
To have knowledge of what systems are in place in the school for evaluating the impact of pupil premium and how this is reported to the board.	D

To monitor the impact of funding on outcomes for children, so that academic progress is accelerated, standards of behaviour and emotional wellbeing are high and there are no gaps in attendance.	<b>D</b>
To understand relevant school pupil performance data that shows progress of different groups over time in order to challenge headline data for Pupil Premium pupils in all year groups across the school, not just at the end of key stages.	<b>D</b>
To support the school in developing positive family and community links in order to raise aspirations for pupils eligible for Pupil Premium funding and celebrate the achievement of all pupils including vulnerable groups.	<b>D</b>
To monitor attendance, punctuality and behaviour (particularly exclusions) of pupils eligible for Pupil Premium funding and the effectiveness of action to address any identified issues or patterns.	<b>D</b>
To contribute to strategic planning for future improvements to enhance the progress of disadvantaged pupils and report to the board with recommended improvements; recommend a timeline for the next pupil premium strategy review.	<b>R</b>

\* Barriers might include literacy or numeracy; behaviour for learning; self-esteem or confidence issues; home environment; lack of access to basic school equipment; punctuality or attendance; social integration issues; geographical issues; community issues; lack of a positive role model at home; lack of engagement, interest or aspiration.

### **Personnel: Lead Governor - Mel Bishop**

Policies and Documents delegated to the Headteacher through this committee:

- Code of Conduct
- Staff Appraisal Policy (Support Staff)
- Staff Appraisal Policy (Teachers)
- Staff Wellbeing Policy

Policies and Documents delegated to this governor:

- Adoption Policy
- Capability Policy and Procedure
- Disciplinary Policy
- Disclosure & Barring Service Policy
- Flexible Working Policy
- Managing Sickness & Absence Policy
- Maternity Policy
- Pandemic Policy
- Pay Policy (TN)
- Recruitment & Selection Policy
- Redundancy Policy
- Staff Grievance Policy
- Staff Leave & Absence Policy
- Volunteering in School Policy
- Whistleblowing Policy
- *Central record of recruitment and vetting (DBS) checks (currently the responsibility of the Chair)*

Duties which are delegated to this governor:

*It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

D Delegated to Lead Governor from Full Governing Board

R Make Recommendations to Full Governing Board

The Personnel lead governor will undertake appropriate governor training in order to fully understand their role.	<b>D</b>
In consultation with the Headteacher and giving consideration to the School Development Plan, to review the staffing structure annually and whenever a vacancy occurs. Ensure that flexible working and the Teacher Recruitment and Retention Framework is considered when reviewing staffing structures.	<b>D</b>
To review a Pay Policy for all members of staff, in line with HR advice and make recommendations to the full governing board.	<b>R</b>
To monitor that appropriate procedures are in place and followed for setting levels of executive pay which are transparent, proportionate and justifiable.	<b>R</b>
To approve/recommend the policies and procedures for dealing with conduct, capability, discipline, grievance and redundancy, in line with HR models; and ensure that the workforce is informed of these.	<b>R</b>
To approve the Performance Management/Teacher Appraisal Policy, ensuring that the appraisal process links with the School Development Plan priorities. Ensure that the board establishes an appropriate Pay and Performance Committee to monitor the appraisal process and decide outcomes	<b>D</b>
To work with the Headteacher to review the training requirements of the school workforce, linked to the curriculum and the School Development Plan and make recommendations to the board.	<b>D</b>
Monitor and review staff well-being & absence to identify trends & possible impact on provision, develop plan to mitigate and/or resolve any issues	<b>D</b>
Monitor recruitment & retention patterns, suggest plans to address any emerging issues	<b>D</b>
To ensure that requirements for safer recruitment are in place and that there is an up to date single central record (SCR) of recruitment and vetting (DBS) checks held in school. ( <i>The Chair is delegated responsibility for checking the content of the SCR</i> )	<b>D</b>
To monitor arrangements for interviewing and appointing staff, including agreeing the level of governor involvement (setting criteria, shortlisting, part of interview panel) for different categories of appointments. Ensure every member of staff has a Contract of Employment.	<b>R</b>
Ensure that the school has appropriate policies in place related to the conduct of staff. Monitor that the school's approved policies and procedures are followed by staff.	<b>D</b>
To ensure work/life balance issues for all staff are given proper consideration when making decisions and that the working conditions and wellbeing of the staff are kept under review.	<b>D</b>
Confirm arrangements for HT appraisal, appointment of external advisor & HT appraisal governors (ensure at least one member of the appraisal panel has undertaken relevant training) for approval by the board, together with the Chair.	<b>R</b>
Evaluate responses to the annual staff survey and identify areas where action may be needed to address any concerns raised.	<b>D</b>
Monitor that the school has issued Privacy Notices to staff and the Data Protection Officer (DPO) ensures that appropriate Data Protection requirements and safeguards are in place for personnel data.	<b>D</b>
Analyse responses to the staff wellbeing survey to help understand the key issues in the school, and use information from the survey to assess the impact of any measures being taken to support staff wellbeing.	<b>D</b>
Monitor and evaluate work life balance issues for staff, the SLT and members of the board. Review the school's use of job share arrangements, part-time working, flexible working, and staff workload to see if strategies are effective.	<b>D</b>
Monitor levels of staff absence and the reasons for absence to identify any potential areas of concern.	<b>D</b>
Monitor responses to staff exit interviews to identify any potential areas of concern.	<b>D</b>
To arrange an annual performance management review of the Clerk.	<b>D</b>

Policies and Documents delegated to this governor:

- Mental Health and Wellbeing for Staff

Duties which are delegated to this governor:

*It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

D Delegated to Lead Governor by FGB

R Make Recommendations to Full Governing Board

To work with the Heateacher and report back to the Governing Board on a strategic level matters relating to mental health and wellbeing in school.	D
To carry out an annual review of our mental health policy and practice and agree a statement of priorities for maintenance and improvement (with reference to the Mental Health policy and SDP as appropriate)	D
To agree with the Headteacher any costs or changes for recommendation to the Governing Board where over the delegated spending limit of the Headteacher	D
With the Headteacher, to ensure that the necessary school management organisation is in place to implement the school's Staff Wellbeing and Mental Health Policy	D

### **Premises, Health and Safety: Lead Governor – Richard Drake**

Policies and Documents delegated to this governor:

- Accessibility Plan
- Asset Management Plan
- Health and Safety Policy
- No Smoking Policy
- School Emergency Plan

Duties which are delegated to this governor:

*It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.)*

D Delegated to Lead Governor from Full Governing Board

R Make Recommendations to Full Governing Board

The Premises, Security and Health & Safety lead governor will undertake appropriate governor training in order to fully understand their role.	D
To assist the headteacher and discharge the responsibilities of the governing board on matters relating to the school premises and grounds, security and environment.	D
To ensure an annual inspection of the premises and grounds is carried out and reported; receive reports from staff and agree a statement of priorities for maintenance and improvement (with reference to the Asset Management Plan) for board approval.	R
To review the security requirements of the setting annually and make recommendations to the board in line with professional advice.	R
To monitor and evaluate safety outcomes (risk assessment reports/accident statistics/near misses.) Report any issues of concern to the board.	D



To monitor that Risk Assessments, including an annual fire risk assessment, are up to date with a clear line of responsibility for procedures and actions.	D
To ensure that there are agreed procedures for reporting any concerns (including an appropriate Whistleblowing Policy)	D
To consider and agree (within delegated limits) the costs and arrangements for maintenance, repairs and redecoration within the budget allocation. Refer to the board any exceptional costs, or those in excess of delegated financial limits. Work with the headteacher to develop a long term plan for improving the facilities and premises for staff, pupils and any other visitors or users of the premises for approval by the board.	D
To monitor the preparation, tender process and implementation of contracts, ensuring best value principles are adhered to. Ensure potential conflicts of interest are identified and appropriately managed.	D
To ensure that all policies and procedures relating to health & safety, buildings and visits are reviewed and amended where appropriate.	R
To agree a lettings policy.	D
To agree, evaluate and review the schools Accessibility Plan	D
To recommend to the Governing Board reasonable adjustments to premises to improve disabled access.	R
To ensure that clear Health and Safety checks and Risk Assessment details are outlined and complied with prior to Educational trips and visits. To receive a report of any issues on Educational trips or visits and ensure staff review the Policies in accordance. To ensure that Educational trips and visits meet the safeguarding requirements.	D
To consider the advice and recommendations and the model Health and Safety Policy supplied by the Local Authority and to agree and keep under review a Health and Safety Policy for the school	D
Review catering/school meals/ nutritional policy. Re-affirm food standards in line with statutory duties.	D
Review the School Emergency Management Plan and report to the board	D
Regularly review the premises aspects of the Risk Register and report to the board.	D

### Swimming Pool Lead Governor: **Julia Hill**

The Governing Body has responsibility to ensure that the school swimming pool is operated and maintained safely, that funds are raised and recorded properly, that hires are managed and that all legal and best practice requirements are understood and met. To that end, a swimming pool committee has been established to manage the operation of the pool. The committee has delegated responsibility from the governing body to fulfil the responsibilities of the Governing Body as specifically itemised below. The committee will operate in accordance with the provisions of the Scheme for Financing Schools (the LMS Scheme), Minimum Standards Financial Regulations to maintain effective arrangements for the efficient deployment of school resources

**D** Delegated to Lead Governor and Swimming Pool Committee

**R** Recommend to Full Governing Board

<b>Policies that are delegated to the Swimming Pool Committee</b> <b>Autumn Term:</b> Lettings (actioned via FGB) <b>Spring Term:</b> Swimming Pool Constitution Swimming Pool Normal Operating Procedures Swimming Pool Emergency Action Plan <b>Summer Term:</b> None	D
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To maintain and update delegated Constitution and policies, agree them at the Committee AGM and present to Full Governing Board for ratification.	D
To meet termly, and present meeting minutes to the Full Governing Board for note and assurance.	D
To ensure the continued knowledge and understanding of committee members and volunteers in respect of the Committee Constitution, Normal Operating Procedures, and Emergency Action Plan.	D
To ensure pool is safely maintained and complete logs as evidence of cleaning, maintenance and use. To present these logs to FGB annually for assurance.	D
To identify and recruit suitably trained lifeguards and volunteers, and maintain training and safeguarding records (copy to be held by the school office).	D
To monitor budgets for all funds under the Swimming Pool Committee's control at least termly and to report significant variances from the anticipated position to the Governing Board.	D
To monitor expenditure of all voluntary funds kept on behalf of the Governing Body and ensure the annual audit of these funds.	D
To make decisions in respect of service level agreements and insurance.	D
To ensure the school complies to all relevant Health and Safety guidelines and legislation.	D

#### GDPR Lead Governor: Julia Hill

Policies and Documents delegated to this governor:

- Data Protection Policy (Statutory)
- Freedom of Information Procedure
- Information Security Policy
- Information Security Incident Management Policy
- Information Security Incident Management Procedure
- Privacy Notice for Volunteers
- Retention and Disposal Policy
- GDPR Data Subject Request Procedure
- Video Conferencing Policy

Duties which are delegated to this governor:

*It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

D Delegated to Lead Governor; report to FGB      R Recommend to Full Governing Board

The GDPR governor will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	<b>D</b>
Understand the role of the Data Protection Officer (DPO), and be clear that, as a public authority, each school must designate a named DPO in order to be comply with new legislation.	<b>D</b>
Ensure that the school has appointed an appropriate Data Protection Officer (DPO) or subscribes to a reputable DPO service.	<b>D</b>
To ensure the statutory duties relating to pupil record keeping, disclosure of information and pupil reports are fulfilled. Including reviewing and updating the Data Protection Policy, the Freedom of Information Publication Scheme and Privacy Notices in consultation with the DPO. Monitor that	<b>D</b>

the DPO has provided appropriate annual training for staff, governors and the school can demonstrate compliance with Data Protection Law.	
Seek confirmation from the DPO that the school is registered with the Information Commissioners Office (ICO) as a Data Controller.	D
Working with the DPO, ensure that governors are aware that responsibility for compliance with data protection legislation lies with them and that they are kept informed about all key issues arising for the schools from legislative changes and understand how to effectively monitor and review compliance.	D
Liaise with the DPO to monitor and evaluate any data breaches and near misses to identify any changes in practice or training required. Ensure that any notifiable breaches are reported to the board.	R
Ensure that Privacy Notices are in place for governors explaining how information will be used, shared and published.	R
Engage in discussions about identification and mitigation of risks.	D
Check that the school has good network security to keep the personal data they hold protected including phishing awareness. This should also include having a school emergency plan in place that has cyber resilience as a consideration.	D
Seek assurance from the DPO that the school can demonstrate compliance with Data Protection Regulations.	D
Ensure the school has a process in place for dealing with a Subject Access Request (SAR). Monitor the number of requests received and assess if there are any recurring themes which may identify areas for improvement in the way the school is handling data.	D
Review of data protection policies in light of any changes to procedures and processes arising from the data audit and risk management.	D
Seek assurance from the DPO that the school has a Retention Schedule in place for data, including data relating to governors at the school.	R
Check that the school has an ICT Acceptable Use policy in place for staff and that all staff have been made aware of their responsibilities and have signed to accept them.	D
Verify that the school has a process in place to seek and record consent where required from staff, parents and governors.	D
To ensure the statutory duties relating to pupil record keeping, disclosure of information and pupil reports are fulfilled. Including reviewing and updating the Data Protection Policy and the Freedom of Information Publication Scheme, in consultation with the DPO. Monitor that the DPO has provided appropriate training for staff, governors and the school can demonstrate compliance with Data Protection Law.	D
Seek confirmation from the DPO that the school is registered with the Information Commissioners Office (ICO) as a Data Controller.	D
Working with the DPO, ensure that governors are aware that responsibility for compliance with data protection legislation lies with them and that they are kept informed about all key issues arising for the schools from the legislative changes and understand how to effectively monitor and review compliance.	D
Liaise with the Data Protection Officer (DPO) to monitor and evaluate any data breaches and near misses to identify any changes in practice required. Ensure that any notifiable breaches are reported to the board.	D
<b>Online Safety</b>	
To monitor and evaluate the online safety policy and report to FGB. Policy/guidance on the use of mobile technology for both staff and pupils needs to be present (this could be part of online safety policy or acceptable user policy; models are available from the Governance Consultancy team).	D
To monitor and evaluate the school's effective application of the online safety policy.	D
To ensure that the school follows all current online safety advice and keeps the children and staff safe.	D

To support the school in encouraging parents and the wider community to become engaged in online safety activities.

**D**

### School Improvement: Lead governor – Erin Blake

Documents this governor is responsible for ensuring are accurate, high quality and published:

- Results – the most recent Key Stage 2 results to be published on school website (Statutory)
- Ofsted Report, or a link to it, published on school website (Statutory)
- Performance tables, link to the DfE website available on school website (Statutory)

Duties which are delegated to this governor:

*It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

D Delegated responsibility from Full Governing Board

R Make Recommendations to Full Governing Board

The School Improvement governor(s) will undertake appropriate governor training in order to fully understand their role.	<b>D</b>
To contribute to strategic planning within the school and to recommend the School Development Plan to the full governing board, to include identified governor monitoring and evaluation criteria. Ensure that in formulating the plan Ofsted judgements, the vision for the school, current statutory responsibilities and school action plans are incorporated.	<b>R</b>
To review, monitor and evaluate the success and impact of the School Development Plan in conjunction with the head and/or subject leaders, in accordance with the agreed formal monitoring arrangements. To discuss areas for additional support/intervention and recommend allocation of resources, report to full governing board.	<b>R</b>
To review and interrogate the external data available for the school and report/explain key messages, including benchmarking information, to the governing board. Ensure that governors involved with data analysis have current valid training to support their role. Ensure there a link to the DfE school performance table website on the school website.	<b>D</b>
To ensure the continued knowledge and understanding of governors in respect of the Ofsted inspection framework including any changes since the school was last inspected and statutory responsibilities.	<b>D</b>
To ensure that the schools' most recent Ofsted report, or a link to it, is available on the school website. Ensure that the board is aware of the key findings of the most recent report and monitor actions being taken and progress relating to areas for improvement.	<b>D</b>
To analyse Key Stage 2 data and results, including benchmarking, and report to the full governing board. Ensure that the most recent results are published on the school website in line with statutory requirements.	<b>R</b>

### Curriculum: Lead Governor – Beth Lecoq

Policies and Documents delegated to this governor working with the Head Teacher:

- Assessment Policy
- Collective Worship Policy
- Outdoor Education Visits and Offsite Activities Policy
- RE Policy
- Relationships, Sex and Health Education (RSHE) Policy

Policies and Documents delegated to this governor:

- Governor Visits Policy
- Curriculum information published on school website

Duties which are delegated to this governor:

*It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

D Delegated to Lead Governor from Full Governing Board

R Make Recommendations to Full Governing Board

The Curriculum governor will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	D
To lead on monitoring and evaluating the agreed <i>intent, implementation and impact</i> of the school curriculum. Consider evidence about how effectively the curriculum is achieving its aims for pupils and how this relates to the board's vision for the school. <b>All governors share this responsibility and report to the board.</b>	D
To lead evaluating information from the headteacher, subject leaders and staff about how the curriculum is taught, evaluated and resourced. <b>All governors share this responsibility and report to the board.</b>	D
To agree the policies for relationships, sex and health education (RSHE).	D
To agree the arrangements for educational visits and ensure that they are in line with current guidance (link to Health and Safety Lead).	D
To ensure the continued knowledge and understanding of governors in respect of the National Curriculum and/or changes in national programmes which impact on the curriculum. <b>All governors share this responsibility and report to the board.</b>	D
To review as appropriate the protocol for governor visits to the school. Ensure all governors are aware of and follow the agreed structure, including submitting appropriate reports to the board, by monitoring its implementation. Have regard for staff and governor wellbeing and work life balance.	R
To monitor and evaluate the provisions of the curriculum to account for the needs of children with SEND, including more able children. Consider evidence to demonstrate how the curriculum is made accessible for all pupils. <i>(Link with SEND/Inclusion lead governor.)</i>	D
Consider if children are taught about mental health and emotional wellbeing as part of a broad and balanced curriculum.	D
Evaluate the provision for ensuring that pupils are prepared for life in modern Britain and are given opportunities to develop character and resilience.	D
Monitor and evaluate the range of extra-curricular opportunities available to pupils and the level of uptake by pupils across all age ranges and amongst disadvantaged pupils.	D
To ensure the relevant statutory information relating to the curriculum is published on the school website including: <ul style="list-style-type: none"> <li>• The content of the curriculum by academic year and subject</li> <li>• How parents (including prospective parents) can obtain further information in relation to the curriculum</li> <li>• Key Stage 1 phonics and reading schemes in operation</li> </ul>	D
Review & recommend term dates including non-pupil and inset days.	R

Name of Safeguarding Governor: Kathryn Tayler

Name of Deputy Safeguarding Governor: Lucie Hiscock

Policies and Documents delegated to the Headteacher working with the governors:

- Anti-bullying Policy
- Intimate Care Policy
- Lockdown Procedure
- Safe Touch/Safe Holding Policy

Policies and Documents delegated to this governor:

- Behaviour Policy
- Behaviour Principles
- Child Protection & Safeguarding Policy
- Devon County Council Safeguarding Audit
- E-Safety Policy (TN)
- Exclusion procedures (if not included in Behaviour Policy)
- Remote Learning Policy (TN)
- Safeguarding Policy Appendix 3

Duties which are delegated to these governors:

*Note that it is the overall Governing Board that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

In the event of an allegation being made against the Headteacher, the Chair of Governors is the nominated member to be responsible for liaising with the local authority and other agencies.

D Delegated to Governors; report to FGB

R Recommend to Full Governing Board

The Safeguarding Governors will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	<b>D</b>
To keep the Governing Board up to date with work undertaken by the Safeguarding Governor through regular reports supplied to the clerk to disseminate to the FGB. <i>(To ensure that statutory requirements are met, use the termly safeguarding data collection sheet found on Governance pages of Babcock LDP website.)</i>	<b>D</b>
To ensure that the school appoints a Designated Safeguarding Lead (DSL) for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to child protection training.	<b>D</b>
To ensure that the DSL role is clearly defined in the role holder's job description and the DSL receives refresher training at prescribed intervals.	<b>D</b>
Monitor and ensure that all staff, including temporary staff and volunteers, are provided with the school's safeguarding / child protection policy and staff behaviour policy/code of conduct.	<b>D</b>
To monitor and evaluate the school's application of the agreed child protection policy and procedures, including the staff behaviour policy/code of conduct.	<b>D</b>
To consult with the DSL and recommend policies, including the Child Protection Policy, for review by the FGB, checking that the school has ensured that they are consistent with LSCB and statutory requirements, reviewed annually, cross referenced and made publicly available on the school's website.	<b>R</b>
To monitor and evaluate the school's procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children. Ensure that these are in line with statutory requirements and are effective.	<b>D</b>
To monitor and evaluate the school's safer recruitment procedures, including statutory checks on staff suitability to work with children and disqualification by association regulations. Ensure these are followed.	<b>D</b>
To monitor the staff training requirements for all staff and volunteers, including the Headteacher and ensure these meet statutory requirements. Check that all staff receive information on induction about the school's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL.	<b>D</b>
Monitor and evaluate the arrangements for child protection training, including staff being regularly updated in line with statutory requirements– 'at least annually' for DSL.	<b>D</b>

Monitor and evaluate how the school ensures pupils are taught about safeguarding, including online, as part of a broad and balanced curriculum.	<b>D</b>
To ensure that the school has met its statutory duties (Section 175/157 Education Act 2002) by completing and returning the annual safeguarding audit to the Local Authority. Ensure that any weaknesses identified are rectified by the school without delay.	<b>D</b>
Prepare an action plan against weaknesses identified in the audit, plus any other areas identified in need of additional attention. Monitor and evaluate this action plan.	<b>R</b>
To ensure that all staff, governors and volunteers have received KCSiE (Keeping Children Safe in Education) statutory guidance.	<b>D</b>
To monitor and evaluate the Single Central Register (SCR) annually and sign it.	<b>D</b>
<b>Online Safety is the responsibility of the Information Security lead, currently Tony Neal.</b>	

### **Equality, Inclusion and SEND: Lead Governor – Kathryn Tayler**

Policies and Documents delegated to this governor, supported by the Headteacher:

- Admissions Policy
- Attendance Policy
- Supporting Pupils at School with Medical Conditions Policy

Policies and Documents delegated to this governor:

- Disability Equality Policy
- Education of Children in Care Policy
- Equality Objectives
- Equality Policy
- Information relating to SEND provision published on school website
- SEND Policy

Duties which are delegated to this governor:

*It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

D Delegated to Lead Governor from Full Governing Board

R Make Recommendations to Full Governing Board

The SEND and inclusion governor will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	<b>D</b>
To champion the requirements of children with Special Education Needs and Disabilities by contributing to the development of a SEND Policy, including provision for more able children, to recommend to the full governing board. Highlight any resourcing/finance/staffing issues to the Finance and Personnel Lead Governors.	<b>R</b>
Monitor the implementation and effectiveness of the agreed SEND policy and report to the full board. Ensure relevant statutory information relating to SEND is published on the school website, updated at least annually and when any changes occur.	<b>D</b>
To ensure the needs of <i>all</i> pupils are met by ensuring the relevant policies, practices and procedures are in place and being implemented effectively for all vulnerable groups. (Including, but not limited to: children in care; pupils with medical needs in school; pupils with English as a second language; pupils eligible for Free School Meals; ethnic minority and traveller pupils; forces children, pupils with protected characteristics, SEND pupils.)	<b>D</b>
To consider impact for pupils, parents and staff with protected characteristics when developing/reviewing policies. To monitor the school's engagement with individuals with protected	<b>D</b>

characteristics and ensure that they are given an opportunity to contribute to the development of school processes and procedures.	
To assist with the identification of Equality Objectives for ratification by the board and monitor progress towards these objectives, reporting to the board at least annually	<b>R</b>
To ensure that the school meets the statutory requirements relating to equality legislation including publishing the Equality Objectives, equality information (or an agreed policy) on the school website to show how the school is complying with the Public Sector Equality Duty.	<b>D</b>
To ensure the governing board meets their statutory duty to be involved in the formulation of the 'Local Offer' with the Local Authority.	<b>D</b>
Ensure an attendance register is taken daily at school. Monitor pupil attendance figures and patterns. Review and evaluate progress towards the schools' attendance targets. Monitor exclusion procedures and exclusion data, including pupils on a part time curriculum. Have due regard for children potentially missing from education. Review the Attendance Policy.	<b>D</b>
To review and agree, with the headteacher, the Behaviour Policy based on the Behaviour Principles set by the board. Check that the Policy and relevant information is published on the school website and monitor that there is continuity of application throughout the school.	<b>D</b>
To review and agree the Child Protection Policy (including Cyber Bullying and e-safety strategies recommended by the Information Security lead governor) on an annual basis. Monitor and evaluate implementation of the policy and report any concerns/ areas for improvement to the full governing board.	<b>D</b>
To meet with the SENDCO and work with them to analyse the impact of the schools' provision for SEND pupils in relation to attainment and progress; attendance, punctuality and exclusion.	<b>D</b>
Establish if the SENDCO has sufficient time and resources to enable them to carry out the role as described in the SEND Code of Practice? If your school shares a SENDCO across settings do they have sufficient administration support to enable them to fulfil their role effectively?	<b>R</b>
To support the SENDCO in completing the SEN Funding Evaluation Tool (autumn term) and check that the data matches the information held by the school. Use the SEN Funding Evaluation Tool to ensure that provision is being targeted effectively and consider the implications of the following year's budget for learners with SEND and inclusion needs. Ask how the Graduated Response is used in school to support the 'Assess, Plan, Do, Review' cycle.	<b>D</b>

### Parental Engagement: Lead Governor – Erin Blake

Policies and Documents delegated to this governor supported by the Headteacher:

- Communication Policy

Policies and Documents delegated to this governor:

- Complaints Policy and Procedure
- Practical Advice for Parents Carers Raising a Concern
- Statement of the school's Ethos and Values published on school website
- Unreasonable Complainant Behaviour

Duties which are delegated to this governor:

*It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

D Delegated to Lead Governor from Full Governing Board

R Make Recommendations to Full Governing Board

The community, staff and parental links lead governor will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	<b>D</b>
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To assist the headteacher in promoting good relationships and communication with parents and the wider community.	<b>D</b>
Ensure that the needs of stakeholders are monitored and there is an opportunity for individuals and groups to communicate their opinions and concerns. Ensure that the school (and the board where applicable) regularly consults with parents and pupils, giving them an opportunity to contribute in the development of policies and procedures which will impact on them. Support the board in using parental views to inform the school's self-evaluation and strategic planning to improve the education of pupils. Ensure that parents and pupils have a role in contributing to the board's vision for the school.	<b>R</b>
To monitor the quality and effectiveness of information for stakeholders on the school website, including ensuring statutory policies and governance information appears on the website in a timely manner.	<b>D</b>
Report back to parents and pupils the results and the changes governors make as a result of listening to their views.	<b>R</b>
To ensure a Complaints Procedure is in place, is appropriately reviewed and is monitored to ensure that it is followed consistently. Review any complaints once they have been dealt with (both formal and informal) to identify any common themes. Investigate any changes in practice required and recommend to the full governing board.	<b>R</b>
Act as a champion for well-being and mental health for pupils. Monitor key aspects of mental health and emotional wellbeing and be aware of what is being done to promote a positive environment for children and young people. Identify how the school ensures timely identification, support and mentoring of vulnerable children and young people who may benefit from targeted support.	<b>D</b>
To keep the board up to date with work undertaken by the Community and Parental Links Governor through regular reports supplied to the Teaching and Learning Committee.	<b>D</b>
Contribute to the development of the annual surveys for parents and/or pupils. Analyse the responses from the surveys and report to the Teaching and Learning Committee, to make recommendations to the Board.	<b>R</b>
Ensure that members of the board are aware of the code of conduct when using social media.	<b>D</b>

### Attendance and Behaviour: Lead governor – Lucie Hiscock

Documents this governor is responsible for ensuring are accurate, high quality and published:

- Attendance Policy (Headteacher)
- Behaviour Policy (Headteacher)

### Duties which are delegated to this governor/trustee:

*Governing boards may use their powers to delegate functions and decisions to committees or individual governors. It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.*

**D** Delegated to Lead Governor/Trustee    **R** Make Recommendations to Full Governing Board

The behaviour and attendance governor/trustee will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	<b>D</b>
Ensure that the school has a clear, written school attendance policy in place, which is published on the school website. The policy should meet the minimum standards expected in the DfE guidance ' <a href="#">Working together to improve school attendance</a> '	<b>D</b>

Ensure that the school has a clear, written school behaviour policy, based on the behaviour principles established by the governing board. The policy should meet the minimum standards expected in the DfE statutory guidance ' <a href="#">Behaviour and discipline in schools: guidance for governing bodies</a> '	<b>D</b>
Work with the school to regularly (half-termly) monitor patterns of attendance and report to the board.	<b>R</b>
Monitor attendance data relating to vulnerable pupils to highlight any differences when compared to the rest of the school population.	<b>D</b>
Where attendance patterns give cause for concern seek clarity on what steps the school is taking to improve attendance and support pupils (and their families). Does the support address the root causes of their low or non-attendance? Report to the board.	<b>R</b>
Be aware of any potential safeguarding implications for pupils who are not in school and seek assurance on what the setting is doing to safeguard pupils.	
Act as a champion for pupil groups most at risk of persistent or severe absence and/or truancy. Challenge and support the setting to improve attendance at an individual and group level.	<b>D</b>
Challenge how effective the current systems of communication with parents are around attendance? What evidence does the school have? Could these be improved or strengthened?	<b>R</b>
Monitor standards of behaviour and behaviour data to identify any pupil groups / year groups where behaviour is causing concern. Report to the board.	<b>R</b>
Monitor the number of suspensions and permanent exclusions and the reasons they were made. Consider if any particular pupil group is more at risk of suspension or exclusion and challenge what the setting is doing to improve opportunities for these pupils and reduce exclusions. Report to the board.	<b>R</b>
What evidence is there to demonstrate a whole-school culture in which behaviour routines are implemented positively, consistently, and with transparency? What evidence is there that sanctions and rewards are consistently applied and result in positive outcomes? Seek evidence of the support and training which is in place to ensure staff can effectively implement the behaviour policy.	<b>D</b>
Monitor how the school links and embeds behaviour expectations within Personal, Social, Health and Economic education (PSHE) and/or Social and Emotional Learning (SEL)	<b>D</b>
Monitor staff training on classroom management techniques. How are Early Career Teachers (ECT) supported? Do staff inset sessions focus on behaviour management? Monitor responses to staff surveys relating to the support they receive from the senior leadership team (SLT). Report to the board.	<b>D</b>
Monitor and challenge how the behaviour policy is adapted to meet the needs of all pupils, including those with special educational needs and disabilities (SEND) and those with challenging behaviours. Are approaches tailored to individual need?	<b>D</b>
Monitor how the school engages with outside agencies to support attendance and behaviour. What impact is this having?	<b>D</b>
Is the Special Educational Needs and Disabilities Co-ordinator (SENDCo) part of the SLT? Do they have sufficient non-teaching time to effectively deliver their role? Are they appropriately trained and qualified?	<b>R</b>