



GOVERNOR HANDBOOK

2023-24

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WELCOME

Chair of Governors – Mr Philip Royle

Thank you for volunteering to take on this important role that makes a difference to the lives of children, young people their families and the local community.

School governance is not a role to be undertaken lightly. It carries significant responsibility, akin to being a non-executive director of a company or a charity trustee.

You are one of around 250 000 volunteers at a time of financial constraint, but hopefully new possibilities.

There will be important decisions to be made and lots to learn. There are lots of people from whom you can seek advice and a range of training opportunities, in person, online and via Zoom/Teams meetings to support you.

We are proud of school and as a governing board we always do our best to ensure that the children and their education are always at the heart of everything we do.

Headteacher – Mrs Sara Walker

It is my pleasure to be the Headteacher at Westwood Park Community Primary School. Staff, children, parents, and governors all work very hard to support each other. You will always find someone to help you if you have a problem.

You are most welcome to visit our school and see how good we are. You are welcome at any time.

I have been at Westwood Park for 13 years and enjoy every day. We are making great progress.

A little bit about me. I love to read. My favourite children's book is Burglar Bill, and my favourite grown-up book is either Jane Eyre or a Tale of Two cities, books I have stayed up late to finish. I have four pets: one cat, a dog and two tortoises called Allegra and Spartacus.

Our Values

Friendship
Kindness
Respect
Integrity
Resilience

Our Curriculum Drivers

Reading
Health and Wellbeing
Possibilities

Our Motto

Dream
Believe
Achieve
Together

SCHOOL INFORMATION

Westwood Park Community Primary School
Vaughan Street
Winton
Eccles
M30 8DH

Telephone: 0161 789 2598

Email: westwoodpark.primaryschool@salford.gov.uk

Website: <https://www.westwoodpark.org.uk/>

STAFF LIST

Headteacher	Sara Walker
Deputy Headteacher	Mandy Knipe
Assistant Head	Interviews pending
SENDCO	Danielle Clark
TLR 2 - Assessment	Interviews pending
TLR 2 - Computing	Carly Durrington
Family Liaison Officer	Angela Lamb
Business Manager	Lee Carr
Administration Staff	Carla Waterworth

YEAR GROUPS AND NAMES

Westwood Park Primary School is a 1 ½ form entry school. As a result, the children may be in mixed year groups as they progress through the school.

Early Years - Sometimes known as EYFS – Nursery and Reception – Ages 3-5

Key Stage One – Years 1 and 2 – Infants

Key Stage Two – Years 3, 4, 5 and 6 - Juniors

Year	Westwood Park Class Name	Member(s) of Staff
Nursery	Blue Room	Alison Guite Danielle Scott
Reception	Yellow	Danielle Clark
Reception	Green	Carly Durrington
Year 1	Sycamore	Kimberley Roberts
Years 1 and 2	Cedar	Vickie Tunnicliff
Years 1 and 2	Elm	Mandy Knipe
Years 3	Rowan	Charlotte Rathbone
Year 4	Beech	Veronica Powell
Year 5 and 6	Oak	Suzanne Eden
Years 5 and 6	Willow	Jon Knipe
Years 5 and 6	Ash	Dafydd Davies

SUPPORT STAFF

NNEB (Qualified Nursery Practitioner)	
Blue Room	Gill Stretch
TEACHING ASSISTANTS (TAs)	
Yellow	Sue Summers
Beech	Lindsay Wakeman
Sycamore	Joanna Gleszyczynska
Elm	Elena Barsokova
Oak	Mandy Brimelow
Willow	Tracey Rouse
Rowan	Claire Fairhurst
Ash	Danelle Grayson
Cedar	Rafia Sajid
PE Specialist	Sarah Foster
French Specialist	Valerie Pierre
Music Specialists	Patrick Noone Dominic Lane Tom Rose
Counsellor and Kickstart	Yasmin
Site Manager	Heidi Thompson
Cleaning Staff	Angela Hancock Dawn Yvonne
Cook	Elaine Wharton
Lunchtime Assistants	Carol Percival Michelle Oldbury Leona Thompson Tracey Rouse Claire Fairhurst Danelle Grayson

Approximate numbers in each class

Class Name	Numbers
Blue Room	25
Yellow	24
Green	26
Sycamore	29
Cedar	27
Elm	27
Rowan	33
Beech	32
Oak	26
Willow	30
Ash	27

Timings of the School Day

Registration	8.45am (KS2 children can come at 8.30 to read quietly in class)
Morning break UKS2	10.45am - 11am
Morning break LKS2	10.15am - 10.30am
Morning break KS1	10.30am - 10.45am
Willow, Ash, and Oak Dinner Time	12.30 - 1.25pm
Rowan and Beech Dinner Time	12.15 - 1.15pm
KS1 Dinner Time	12.00 noon - 1.00pm
FS Dinner Time	11.45am - 12.30pm
Assembly	2.40pm - 3.00pm
School finishes	3.15pm

Term Dates 2023 -24

Autumn Half Term 1

School ends Friday 20th October 2023

Autumn Half Term 2

School starts on Monday 30th October 2023

School ends on Friday 15th December 2023

Spring Half Term 1

School starts on Thursday 4th January 2024

School ends on Friday 16th February 2024

Spring Half Term 2

School starts on Monday 26th February 2024

School ends on Friday 29th March 2024

Summer Half Term 1

School starts on Monday 15th April 2024

School ends on Friday 24th May 2024

Summer Half Term 2

School starts on Tuesday 4th June 2024

School ends Wednesday 24th July 2024

Key Events which governors are welcome to attend

This will be updated every term

29.9.23	MacMillan Coffee Afternoon
6.10.23	Pride Morning
10.10.23	Y2 SATs meeting
12.10.23	EYFS – OPEN AFTERNOON 2-3pm
17.10.23	Y1 Phonics Meeting
18.10.23	Harvest - 2.20
10.11.23	<i>Act of Remembrance 10.45</i>
13.11.23	<i>Friendship Week – activities every day.</i>
16.11.23	Pupil Voice Afternoon
17.11.23	Children in Need Pride Morning – Anti-Bullying
20.11.23	Test Week – see how the tests are carried out.
29.11.23	Parents’ Evening
5.12.22	Xmas Decorations afternoon – EYFS/KS1 - PM
6.12.23	PANTO – PM – Bolton – Cinderella – Bolton (Whole school).
7.12.23	Xmas Tree Service – 2.30
8.12.22	Crib Service – 9am in church XMAS Fair - 3.30 in the school hall
11.12.23	EYFS – OPEN DAY – AFTER SCHOOL 3.30-4.30
12.12.23	EYFS Show – 9.45 and 2.30
13.12.23	KS1 Xmas Show – 9.30 and 2.15
14.12.23	KS2 Show – 9.30 and 1.30 XMAS DINNER
15.12.23	Christmas Walk Christmas Jumper Day Carol Service KS2 Disco 4 - 5.30.

School Information

These will be updated every half term for governors.

Pupil Admission Number (PAN)	360 Currently 282
Number of children with Special Educational Needs and Disabilities (SEND)	60 5 EHCPs
Number of pupils receiving Free School Meals (FSM)	160

Number of Pupil Premium Pupils (PPP)	145
Number of children who are looked after	2 in Special Guardianship
Number of refugees	0
Number of children with English as an additional language	40

Latest Assessment Data Summer 2023

53% of children achieved GLD in EYFS.

89% of children passed the phonics screening check.

Year 2 SATs data:

	EXS	National	Above EXS	National
Reading	57%	68%	5%	18%
Writing	62%	59.4%	5%	7.5%
Maths	73%	70.3%	5%	15.6%
Grammar	57%	X	5%	X

Year 6 SATs data:

45% of the pupils were on the SEND register

43% Pupil Premium

	EXS	National	Above EXS	National
Reading	57%	73%	29%	25%
Writing	62%	71%	10%	15%
Maths	50%	73%	14%	22%
Grammar	60%	72%	26%	X
Combined (RWM)	45%	59%	5%	X

The school await further information from the LA data pack.

About our school

Type of school

Westwood Park is a **Community School**. This means:

- The Local Authority (LA) is the direct employer of school staff
- The Governing Board has some employer responsibilities (such as appointing the Headteacher)
- Land and buildings are owned by the LA
- The LA is responsible for pupil admissions and appeals

How we are funded

Revenue Funding

This pays for the day-to-day running costs of the school: staff salaries, stationery, heating, and lighting bills.

Capital Funding

This is provided for spending on school buildings and major items such as IT equipment. It may not be spent on the day-to-day running costs of the school or on routine maintenance.

Dedicated School Grant (DSG)

We are a **maintained school**, which means we get our revenue funding from the LA through a central government grant known as the **Dedicated School Grant (DSG)**.

The majority of this is given directly to individual schools based on the number of pupils in schools and other factors, such as pupils with a high level of special educational needs.

The LA can retain a proportion of the DSG for centrally provided services such as school improvement.

Devolved Capital Fund (DCF)

All LA maintained schools receive a small amount of capital funding through the **Devolved Capital Fund (DCF)** this is calculated as a lump sum plus an amount per pupil.

Pupil Premium and Catch-up Premium Funding

Pupil premium aims to close the gap in achievement between disadvantaged pupils and others.

It is used for the following:

- Pupils registered for free school meals (FSM) in the past six years
- Pupils currently or previously under the care of the LA
- Children whose parents have served in HM Forces at any time during the past six years and children in receipt of a child pension from the Ministry of Defence (this is sometimes called the Service Premium).

Catch-up Premium

- This aims to tackle the impact of lost teaching time caused by the Covid-19 pandemic. The funding is allocated on a per-pupil basis.

Other funding streams available to schools

Universal Infant Free School Meals (UIFSM)

There is flat rate funding available for all children in Reception and Years 1 and 2. Schools with eligible pupils are required to offer each pupil a free school lunch every day.

Primary School PE and Sports Premium Funding

This is based on the number of children in Years 1-6. This funding is ringfenced which means it cannot be spent on anything other than school sports provision, but it is up to schools to decide how it will be spent.

Post Covid Funding

Following the Covid-19 outbreak, the government allocated funding to support schools in the following areas:

The Coronavirus Catch-up Premium

This aims to tackle the impact of lost teaching time.

The Coronavirus Workforce Fund

Eligible schools can claim to cover the costs associated with teacher absences.

Funding costs relating to coronavirus

Incurred during a specific period which eligible schools can claim.

Funding for technology support

This is for remote learning platforms, which schools can apply for.

Source: National Governance Association

What the children learn and how they are assessed

The curriculum is the content and subjects that pupils are taught at school, and a framework for what the pupils should know and be able to do at distinct stages in their education and by the time they leave school.

The National Curriculum

The national curriculum is a set of subjects and standards used by primary and secondary schools, so that pupils learn the same things.

It covers what subjects are taught and the standards children should reach in each subject. It is organised into four blocks of study and attainment called Key Stages. primary schools, children are in Key Stages 1 and 2, in high school they are at Key Stages 3 and 4.

As an LA maintained school we are required to follow the national curriculum.

Assessment and statutory testing

Assessment is carried out throughout the compulsory stages of education. Teachers will continually assess how pupils are progressing. Schools are free to decide what system they use to track pupils' progress within the school.

In addition, statutory formal assessments are carried out for which the government sets pupils' expected level of achievement. These are known as SATs and in a primary school are taken in Years 2 and 6.

Oversight

First and foremost, schools are overseen by their governing boards as the accountable bodies in law.

Governing boards must act collectively in the best interests of children ensuring the good conduct of the school and promoting high standards of educational achievement.

Oversight of schools is also carried out by the following bodies:

Local authorities

Westwood Park is in the City of Salford Local Authority.

The LA is responsible for the maintained schools in its jurisdiction. They are the direct employer of all staff in the community and voluntary controlled schools and the owners of school land and premises in community schools.

On a strategic level, Las have responsibilities relating to the co-ordination of admissions, the formal assessment of pupils with SEND, and safeguarding.

The LA can intervene and take formal action if a maintained school in its jurisdiction is judged inadequate by Ofsted or where there is financial mismanagement or failure of governance.

The Office for Standards in Education (Ofsted)

Ofsted is the body designated by the government and legislation to inspect maintained and independent schools, including academies.

Inspection provides independent external evaluation and identifies what needs to improve in order for provision to be good or better. It is based on gathering a range of evidence that is evaluated against an inspection framework and takes full account of policies and relevant legislation in areas such as safeguarding, equality and diversity.

Visit: www.ofsted.gov.uk

www.nga.org.uk/ofsted-guide

Source: National Governance Association

Ofsted Key Findings – April 2022

The school's latest Ofsted inspection took place in April 2022 and the report was published in June 2022. We are very pleased that the inspectors confirmed our view that we are **a good school**.

These are some of the points that the inspectors noted in their report.

- Overall effectiveness **Good**
- The quality of education **Good**
- Behaviour and attitudes **Good**
- Personal development **Good**
- Leadership and management **Good**
- Early years provision **Good**

What is it like to attend this school?

Westwood Park is a welcoming and caring school. Pupils are happy. They learn how to be kind to others. They value their time in school. Pupils said that they feel safe because leaders and staff care for them.

Pupils enjoy their learning. Leaders have provided a curriculum that supports the learning and well-being of all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is delivered effectively by staff from the early years and throughout the school. This helps pupils achieve well.

Pupils access a range of clubs and activities that provide opportunities for them to develop their talents and interests, such as singing, performing, and visiting an illustrator. Pupils live up to leaders' high expectations for their behaviour. They are polite, respectful, and supportive of each other. They have positive and caring relationships with staff and are welcoming to visitors.

Pupils explained that teachers deal with any incidents of poor behaviour or bullying quickly

What does the school need to do to improve?

In a small number of subjects, leaders have not clearly identified, or ordered, the key knowledge that they want pupils to learn. This hampers pupils' progress. Leaders should ensure that the curriculum is carefully designed so that pupils achieve well across all subjects.

Pupils do not have enough opportunity to take up a range of responsibilities in school. This impacts on their ability to develop some aspects of their personal development fully. Leaders should review how they enable pupils to take a greater role within the school community.

The full report can be found by clicking the following link:

<https://reports.ofsted.gov.uk/provider/21/105905>

School Improvement Plan Priorities – 23-24

More Able

**(Selected focus subjects Computing, RE, Art/DT, Geography/MFL
Attendance/Well-being**

GOVERNOR INFORMATION

Philip Royle – Co-opted Governor and Chair of the Governing Board

Philip joined the Governing Board in September 2018.

Philip was invited to join the Board by the Local Authority to bring his experience as Chair. He has been a governor for 28 years at St Marks, Pendlebury, where he was Chair for 8 years. He was also Chair at St Ambrose Barlow High School for 8 years where he jointly led the amalgamation with St George's High School. He is a former National Leader of Governance and is also on the Governing Board of Lark Hill Primary School in Salford where he is Vice Chair. Philip is always keen to share his experience of governing with others to help in their vital role of supporting schools.

Philip retired from the civil service 3 years ago where he was a senior manager in front line operations for the Department for Work and Pensions. He has four children and four grandchildren and is a member of the Lay Leadership Team at his local church. He has had a lifelong love of cricket and has been involved as a player and latterly as an umpire for almost 50 years.

Councillor Barbara Bentham – Local Authority Governor and Vice Chair of the Governing Board

Barbara was Elected to Salford City Council, representing the ward of Claremont on 5th May 2016.

On 20th October 2016, she was appointed as the Local Authority Governor on the Board of Westwood Park Primary School and was elected to the position of Vice Chair of the Board on 29th November 2016, and she has held this position since then.

She leads on Prevent and Safeguarding as well as sitting on the Pay Committee and Headteachers Performance Management.

She currently holds the position of Lead Member for Environment, Neighbourhoods and Community Safety, at Salford City Council, following her promotion in May this year, after holding an Executive Support role in Workforce and Industrial Relations.

She works in the community as a legal advisor specialising in Social Welfare Law, she is an active campaigner for Social Justice and Equality.

Sara Walker – Headteacher

Sara joined the school as Head and a Governor in September 2010.

It is her second headship, and she has also been a Governor at two previous schools. It is a supportive Governing Board, and we enjoy working together. Governors ask challenging questions to help the school progress.

Sara has worked in six primary schools in both deprived and affluent areas. Over time, she has had responsibility for all subject areas but currently is the Lead for Music and P.E.

Sara has always enjoyed studying and hopes to inspire the children to reach their full potential.

In her spare time, Sara enjoys reading, the cinema, running and baking. She loves to travel and experience new cultures when she can.

Lee Carr
Staff Governor

Lee Carr has worked at Westwood Park Primary School since October 2023.

Lee is a member of the schools Senior Leadership Team (SLT) and has just been appointed staff Governor at Westwood Park.

Susan Robinson – Co-opted Governor

Catherine Collier – Co-opted Governor

Catherine joined the Board in October 2021.

Catherine had been a governor of two Salford schools many years ago and wanted to return to the role. She felt that Westwood Park Primary School would be a good governing board for her to join, as she knew the school and the area and felt it would be a good match for her skills.

Catherine retired from the Education profession in 2019 and works part-time for Salford and Trafford Governor Services and the Salford School Admissions Appeals Team.

She has worked in the Secondary and Further Education Sectors and spent time working in Financial Services and the Media Industries.

In her spare time Catherine teaches German, likes to swim, visit the cinema and theatre and loves going to spend time in Anglesey and India.

Governor Responsibilities

The basics of school governance

1. All governing boards have three core requirements, which are the key components that make up your role:
 - a. Ensuring clarity of vision, ethos, and strategic direction.
 - b. Holding executive leaders to account for the educational **performance** of the organisation, its pupils, and the effective and efficient performance management of staff.

- c. Overseeing the **financial** performance of the organisation and making sure its money is well spent.

2. All governors should contribute to each meeting. Make sure you prepare by reading the **agenda** circulated in advance and **offer solutions** and opinions to key issues up for discussion.

While specific governors may have themes they specialise in or lead on, the more board members that can input into the discussion, the better.

3. If you have an issue you would like to discuss at the meeting, make sure you submit it in advance, so it is added to the agenda, and everyone has time to prepare.

If you are a **parent governor** and would like to discuss an issue relating to your child, you should not discuss this at the governors meeting but instead, in a one-to-one meeting between you and an appropriate member of staff.

4. The board of governors plays a vital role in building **relationships**, not only within the school but also between the school, parents, carers, pupils, the local community as well as the local authority and employers.

Think about how you can help facilitate this; considering your position as a parent or local community member, how would you like to see interaction with the school improved?

The skills required to be an effective school governor

1. School governors need an **analytical** eye. You will need to find out how to measure impact and how to monitor this in the short and long-term. To understand the effects of new initiatives, work with the governing board and senior leadership team to ensure an **evaluation** structure is in place and agree on how often you and your colleagues will review progress. Regular audits by governors will push leadership, staff, and pupils to **strive for better**.
2. Remember, you are not only examining educational quality for pupils but also looking at their **wellbeing**, **behaviour**, and **attendance**. This will require **empathy**, an adequate understanding of different personal contexts and engagement with parents and carers.
3. The role of a governor for a school is a **strategic** one, as opposed to an operational function which the **senior leadership team** executes.
4. Make sure you are clear on this and understand the higher-level thinking you will need as a governor, rather than the implementation of new initiatives within the day-to-day running of the school. I
5. Governors for schools must be prepared to **challenge** the senior leadership if the partnership is to be effective. This means questioning decisions, outcomes and identifying where improvements can be made. It might lead to

having **tough conversations** which are vital for the school's progress, so you must be comfortable with this.

6. The school governor role requires you to have a broad-ranging understanding of and appreciation for the consequences of decisions made by the board and those made in **collaboration** with the leadership team.
7. When evaluating initiatives and challenging new proposals, you must have the ability to consider what decisions will mean for staff, pupils, the short- and long- term budget, curriculum planning and recruitment.
8. As a school governor, you will need to adhere to the **Seven Principles of Public Life**, including objectivity and accountability. These are sometimes referred to as the Nolan Principles. Details of these can be found in Appendix One.
9. The National Governors Association (NGA) also outlines the **Eight Elements of Effective Governance**. These include quality chairing and good relationships based on trust and are elements you can continually explore and review throughout your time as a governor.

Source: <https://blog.insidegovernment.co.uk/schools/applying-school-governor-role>

As part of the governing body team, a governor is expected to:

1. Contribute to the strategic discussions at governing body meetings which determine:
 - The vision and ethos of the school.
 - Clear and ambitious strategic priorities and targets for the school.
 - That all children, including those with special educational needs, have access to a broad and balanced curriculum.
 - The school's budget, including the expenditure of the pupil premium allocation.
 - The school's staffing structure and key staffing policies.
 - The principles to be used by school leaders to set other school policies.
2. Hold the senior leaders to account by monitoring the school's performance; this includes:
 - Agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan.
 - Considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance.
 - Asking challenging questions of school leaders.
 - Ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits.

- Ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies.
 - Acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority; and
 - Listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers.
3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises, and that the way in which those resources are used has impact.
4. When required, serve on panels of governors to:
- Appoint the headteacher and other senior leaders.
 - Appraise the headteacher.
 - Set the headteacher's pay and agree the pay recommendations for other staff.
 - Hear the second stage of staff grievances and disciplinary matters.
 - Hear appeals about pupil exclusions.
5. The role of governor is largely a **thinking and questioning** role, not a doing role.
6. A governor does **NOT**:
- Write school policies.
 - Undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience.
 - Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school.
 - Fundraise – this is the role of the PTA – the governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks.
 - Undertake classroom observations to make judgements on the quality of teaching – the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources.
 - Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this.

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g., as a chair of a committee).

In order to perform this role well, a governor is expected to:

- Get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the school's strengths and weaknesses.
- Attend induction training and regular relevant training and development events; attend meetings (full governing body meetings and committee meetings) and read all the papers before the meeting.
- Act in the best interest of all the pupils of the school.
- Behave in a professional manner, as set down in the governing body's code of conduct, including acting in strict confidence.

Time commitment:

Under usual circumstances, you should expect to spend between 10 and 20 days a year on your governing responsibilities; the top end of this commitment, which equates to about half a day per week in term time, is most relevant to the chair and others with key roles, such as chairs of committees.

Initially, we would expect your commitment to be nearer 10 days a year. However, there may be periods when the time commitment may increase, for example when recruiting a headteacher.

Some longstanding governors may tell you that they spend far more time than this on school business; however, it is fairly common for governors to undertake additional volunteering roles over and above governance.

Under Section 50 of the Employment Rights Act 1996, if you are employed, then you are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

Source: National Governance Association

Westwood Park Governor Code of Conduct

The school has its own Code of Conduct for governors that is reviewed every year in the autumn term.

The current code of conduct can be found in Appendix Two.

Dates and times of meetings

Our Governing Board works a circular model of meetings, which means that we do not have any sub-committees. Instead, the Full Governing Board meets six times per year.

Meetings of the Full Governing Board usually take place on Tuesday afternoons from 1.00 - 3.00 pm

The dates for the academic year 2022-23 are as follows:

- Tuesday 17th October 2023
- Tuesday 12th December 2023

- Tuesday 6th February 2024
- Tuesday 26th March 2024

- Tuesday 14th May 2024
- Tuesday 25th June 2023

Training information

It is important that you are aware of your own training needs. To this end governors are invited to complete a skills audit at the start of every academic year. These are drawn together, and skills gaps identified.

When you attend training provided by Governor Services, your training record will be updated automatically.

However, if you undertake any training with a provider other than Governor Services, such as part of your job, or online with Governor Hub, you will need to add this to your training record on Governor Hub yourself.

Details of how to do this are in the Governor Hub section of this document.

To close these gaps, governors are able to access the following training:

Governor Services

- Salford Governor Services provides a range of training opportunities for governors covering a broad range of topics.
- Details of these are sent out to governors at the start of each term via Governor Hub and are also detailed in the termly newsletter.

NGA Learning Link

- Our school subscribes to the NGA Learning Link which provides a range of training modules available to governors.
- The advantage of this is that governors can access the training online at any time.

School training available to governors

- Governors are able to join training sessions that are run in school.
- In addition, the governors can also identify any training needs that are specific to the board and bespoke training can be arranged.

Governor Services Information Bulletin

This is produced every term by the Salford Governor Services Team and provides useful information and guidance about current issues in governance.

It also has some suggested questions that you might like to consider asking in a Governing Board Meeting, as well as information about training offered by the team.

You will be notified about the latest bulletin via Governor Hub.

Safeguarding

School governors have a key role to play in the safeguarding of children. Public enquiries and investigations into child deaths and abuse have consistently highlighted the need for everyone to work together on protecting children, and for those in influential positions in organisations working with children to have a clear understanding of safeguarding policies, procedures, and duties.

Role of the Governing Board

The Education Act 2002 defines the statutory role of governing bodies in relation to safeguarding children and requires them to ensure that schools have suitable child protection policies and procedures in place. This includes procedures for safe recruitment and dealing with allegations of abuse against members of staff and volunteers.

Governing bodies are required to remedy, without delay, any deficiencies, or weaknesses in regard to child protection arrangements that are brought to their attention, and policies and procedures must be reviewed annually.

Designated persons

In addition to the above, governing bodies have a statutory duty to ensure that a senior member of the school leadership team is designated to take lead responsibility for child protection issues. Larger schools may require more than one designated person.

The designated person is responsible for:

- referring cases of suspected abuse or allegations to the relevant investigating agencies
- providing advice and support to other staff
- liaising and working with other agencies, for example the local authority, the police, and social services.

Governors should ensure the designated person is aware of:

- local safeguarding services
- how to gain access to them
- what sources of further advice are available
- who to contact in what circumstances, and how
- The designated person does not have to be a teacher but must have sufficient status and authority to be able to carry out the duties of his or her post.
- Designated individuals should undertake inter-agency training as provided by a Local Safeguarding Children Board (LSCB) and attend refresher training every two years.

The Designated Safeguarding Lead at Westwood Park is the Headteacher – Mrs Sara Walker

Specific governor roles

Governing bodies nominate an individual member to champion child protection issues and to link with the safeguarding lead and team. Such a role has been found

to be an effective way for the governing body to achieve an overview of safeguarding arrangements and ensure they are robust.

The Safeguarding Governor at Westwood Park is Councillor Barbara Bentham

The chair of the governing body, or the deputy, will normally be responsible for liaising with the local authority (LA) and any partner agencies, as appropriate, in the event of allegations of abuse being made against the Head.

Role of the Governing Board

Governors should support the safeguarding activities of the school at every opportunity and always act to promote the welfare of children.

Working Together to Safeguard Children

The Department for Education provides key guidance for safeguarding in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children*. School governors need to be aware of this guidance, and the structures and processes that it requires to be put in place.

According to the guidance, the LA has lead responsibility for safeguarding and must work in partnership with other organisations to promote the welfare of children. In particular, the LA is responsible for establishing an LSCB in their area and for ensuring it is run effectively. Such boards are the key mechanism for agreeing how organisations in each local area will co-operate to safeguard and promote the welfare of children.

LAs and their partners are also responsible for ensuring that the training opportunities to meet the needs of the workforce are identified and met by LSCBs.
Training

Teachers and other members of school staff who work closely with children are in a position of trust and have a unique opportunity to recognise changes in behaviour and receive what are known as “disclosures” from children themselves. All staff must, therefore, have the necessary training to help them recognise signs of possible abuse and to know what to do if a child discloses information to them.

All members of the governing board should receive information about the child protection procedures in the school and must attend training.

Those governors with specialist child protection roles should attend further training.

Governors should ensure that the Head and all other staff who work with children are trained to a level that enables them to carry out their responsibilities and maintain familiarity with school policy and procedure. This training should be updated every three years.

Temporary staff and volunteers must be made aware of the school’s arrangements for child protection and their individual responsibilities, ideally on the first visit to the school.

Relevant training should be approved by the LSCB and can usually be accessed through LA social services, school, or governor training programmes. Within the school, those who are designated persons with up-to-date inter-agency training may also provide training for other staff and governors.

Safer recruitment

In the past there have been many cases of people getting jobs in schools or volunteering, and then using their position of trust and influence to abuse children. Putting into place effective recruitment processes, which include appropriate checks and safeguards, is the best way to minimise the risk of such people gaining these roles.

Since 2010, under the School Staffing (England) Regulations 2009, it has been a legal requirement on governing bodies that they ensure recruitment panels appointing school staff include at least one person who has been trained in safer recruitment.

Safeguarding Children and Safer Recruitment in Education gives statutory guidance as to how this duty must be discharged and places requirements on all governing bodies to have suitable policies and procedures in place.

Allegations against staff

Governors should be clear about the procedures in place for dealing with abuse allegations against school staff and volunteers. The procedures must aim to strike a balance between the need to protect children from abuse, and the need to protect staff and volunteers from false or unfounded accusations.

If an allegation is made, the Head or chair of governors should immediately discuss the case with the LA designated officer for safeguarding. Chairs of governing bodies are expected to work with the Head (unless the allegation concerns the Head) and the local officer to confirm the facts about individual cases.

In August 2011, the Department for Education published statutory guidance on *Dealing with Allegations of Abuse against Teachers and Other Staff — Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools*.

Ofsted inspections

School safeguarding arrangements are included in Ofsted inspections, particularly under the framework judgment on behaviour and safety. It is also included in the judgment on the quality of leadership in, and management of, the school, and as part of this judgment inspectors will expect governing bodies to ensure they have robust safeguarding arrangements in place, including safe recruitment procedures. In this regard, Ofsted may request evidence that each recruitment panel includes at least one member trained in safer recruitment.

If you would like to undertake some additional online training, this is available via the National Governance Association (NGA).

The school has a subscription to the NGA Learning Link.

<https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning/Collections/Compliance/Safeguarding-the-governors-role.aspx>

Keeping Children Safe in Education

The governing body is accountable for ensuring that the school has effective policies and procedures in place in accordance with DfE guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

This checklist has been designed to support Governing Bodies and Headteachers to undertake a relatively quick check to ensure that the school is compliant with statutory requirements. Links to further guidance and training are embedded in the electronic copy of the checklist.

The checklist and a detailed report submitted to the Governing Body facilitate rigorous monitoring of the safeguarding function in accordance with the requirements of the Education Act 2002. Such systems will also support the school to identify areas for improvement beyond minimum statutory requirements.

Governor Hub

<https://app.governorhub.com>

It is important that you are familiar with Governor Hub as it is the key communication tool for all governors.

You will find information about the Governing Board, meetings, documents, and other important and useful information.

Getting started with Governor Hub.

Once you have received your registration to Governor Hub, there are a number of very useful introductory videos that you can watch to help you find your way around the system.

The following will be useful to get you started:

What is Governor Hub?

<https://help.governorhub.com/en/articles/5567586-what-is-governorhub>

New to Governor Hub

https://help.governorhub.com/en/articles/4787166-new-to-governorhub#h_1e8a41aaf3

Recording details of governor training

<https://help.governorhub.com/en/articles/5106646-can-i-record-details-of-my-governor-training>

Updating declarations

A document has been prepared on how to do this and is contained in the Appendices

Governor Services

Governor Services supports governing boards by providing a clerking service for all our meetings.

Our clerk is **Ms Sarah Jewitt**.

You will receive notifications from Governor Services about meetings, training opportunities and other important information relevant to your role.

It is important that you take note of all information you receive from Governor Services, particularly in relation to the dates, times, and documentation for governing board meetings/

Glossary

A

Academies – state-funded schools that are independent from the local authority.

Academy Trust Handbook (ATH) – a document that sets out the financial requirements and other controls for all academies. Used to be called the Academies Financial Handbook (AFH).

Admission authority – the body that decides which children can join the school. Local authorities are admission authorities with responsibility for admissions to community and voluntary-controlled schools. In the case of an academy, foundation, or voluntary-aided school the governing body is the admission authority.

Age-weighted pupil unit (AWPU) – the rate local authorities set to allocate basic funding per pupil in mainstream schools.

Agreed syllabus – a syllabus of religious education that is not specific to one religion, adopted by an LA for teaching in community and controlled schools.

Analyse school performance (ASP) – an online source of school data provided by the DfE.

Annual general meeting (AGM) – academy trust members are often required to hold an annual general meeting where they receive the accounts and appoint auditors.

Appraisal – the process of assessing how well a member of staff is carrying out his or her job.

Articles of association (AoA) – in academy trusts the articles explain the rights and responsibilities of members and trustees and describe how each person is elected or appointed.

Assistant headteacher (AHT) – a senior leader who sits below the deputy headteacher in the staffing structure.

Associate member – a person who is appointed by the governing body of a maintained school as a member of a committee established by it, but who is not a governor. (Some academies also have individuals on their committees who they call associate members to differentiate them from trustees or local governors.)

Attainment 8 – a score showing the achievement of secondary pupils by adding together their highest scores across eight qualifications.

Authorised absence – where the absence of a pupil has been agreed by the person authorised on their behalf by the proprietor of the school.

B

Ballot – a method of voting, normally secret.

Benchmarking – comparing data with other schools to identify possible areas to improve, for example by identifying areas of high spending compared to similar schools.

C

Capability procedures – procedures governing bodies are required to establish for dealing with staff who are unable to perform their job to an agreed standard.

Capital expenditure – spending on building projects and large items of equipment.

Catchment area – a defined geographical area from which a school takes its pupils.

Casting vote – an additional tie-breaking vote to be used by the chair of a meeting if an equal number of votes are cast for and against a proposal.

Census – all schools must submit census data to the DfE every term. Data collected includes the number of children receiving free school meals.

Chair of governors (COG) – the governor elected to lead the governing board. If two governors lead the board together, they are called co-chairs.

Chair's action – the ability of the chair of governors to take decisions alone in emergencies if a delay would be likely to cause harm. In maintained schools the chair of governors has this right by law; academy chairs of trustees can be given a similar right but do not have it automatically. Also known as chair's power to act.

Chief executive officer (CEO) – in a multi-academy trust the CEO is the highest paid member of staff and the most senior leader.

Chief financial officer (CFO) – in academies the CFO is in charge of financial management. May be called the finance director.

Child and adolescent mental health services (CAMHS) – the NHS service that helps children and young people with mental health problems.

Child protection online management system (CPOMS) – software that helps schools monitor the safeguarding of children.

Circle model – a method of governing where the board does not run any committees, taking all decisions at the full governing board level.

Clerk to the governing body – a person appointed to carry out administrative duties for the governing body such as preparing an agenda and minuting meetings who also advises on legal and procedural matters. Sometimes known as the governance professional.

Code of conduct – many governing bodies ask governors to sign a code of conduct which describes how they expect governors to behave in areas such as confidentiality and attendance at meetings.

Collaboration – where two or more governing bodies may arrange for any of their functions to be discharged jointly by holding joint meetings and/or having joint committees.

Committee – a smaller group of governors formed from the main governing board who have delegated powers. (Some schools use the term sub-committee, but the meaning is the same.)

Competency Framework for Governance – a DfE document that lists the skills governors and trustees need to be effective.

Co-opted governor – a general category of governor for anyone who has the skills to serve on the governing body.

Community school – a state school in England and Wales that is wholly owned and maintained by the LA.

Contingency fund – money set aside for unexpected costs.

Continual professional development (CPD) – a process relevant to all staff, involving increasing staff skills, knowledge and understanding.

Core subjects – English, maths and science are the subjects that must be studied by all pupils at every key stage.

Current expenditure – spending on the day-to-day running of schools, including staff costs, heating and lighting, consumables and so on; sometimes called recurrent expenditure.

D

Data protection officer (DPO) – the person in charge of ensuring personal data is handled securely and in accordance with the general data protection regulation.

Dedicated schools grant (DSG) – the ring-fenced specific grant paid by the DfE to local authorities in support of the schools' budget.

Delegation – a process where one body or person gives another body or person authority to take decisions on a particular matter.

Department for Education (DfE) – the central government department with responsibility for education.

Deputy headteacher (DHT) – the senior leader who sits below the headteacher in the staffing structure.

Designated safeguarding lead (DSL) – the senior staff member in charge of keeping children safe from harm.

Designated teacher – a qualified teacher, headteacher or acting headteacher who is appointed by the school governing body to promote the educational achievement of looked after children on the school's roll.

Diocese – the area over which a bishop has jurisdiction.

Director – in some academy trusts the people on the main governing board are known as directors instead of trustees or governors.

Disadvantaged – pupils who are considered disadvantaged include those who receive free school meals, looked after children and those who have been adopted after being in care.

Disapplication – the term used where parts or all of the national curriculum requirements are lifted or modified in relation to a pupil in specified cases or circumstances.

Disclosure and barring service (DBS) – the body that checks whether someone has a criminal record and/or is banned from working with children or adults.

E

Early career teacher (ECT) – the new name for a newly-qualified teacher (NQT).

Early years foundation stage (EYFS) – a statutory framework for the provision of learning, development, and care for children between birth and the academic year in which they turn five.

Early years foundation stage profile (EYFSP) – each child's level of development is assessed against the early learning goals at the end of the academic year in which they turn five.

Early years single funding formula (EYSFF) – the single local funding formula that each local authority is required to develop and implement to fund the free entitlement for three and four-year-olds in maintained nursery schools and classes, and private, voluntary, and independent early years providers.

Education and Skills Funding Agency (ESFA) – the government agency that funds education and training.

Education, health, and care plan (EHCP) – these plans identify the educational, health and social needs of children and set out the additional support necessary to meet those needs. They used to be called statements of special needs.

Education welfare officer (EWO) – also known as education social workers or attendance advisers, these officers are employed by LAs to resolve problems of children and young people regularly missing school.

Emotional and behavioural difficulties (EBD) – problems with managing emotions, relationships, and behaviour.

Emotional literacy support assistant (ELSA) – a teaching assistant trained to help children with emotional and social issues.

Empty multi-academy trust – an academy trust that currently only runs one academy but plans to take on more academies in future.

English as an additional language (EAL) – where a person's first language is not English.

Exclusion – officially banning a pupil from school, either temporarily or permanently, on disciplinary grounds. A permanent exclusion used to be known as being expelled.

Executive headteacher – the senior leader who is in charge of multiple schools or multiple phases of a school.

Ex officio governor – someone who is automatically a governor or able to attend meetings of a governing body by virtue of the office they hold, for example a headteacher, parish priest or vicar, i.e.: the position of governor comes with the job.

Extraordinary meeting – an extra meeting that is held at short notice, outside of the planned schedule of meetings. May be written as EFGB, for extraordinary full governing body.

F

Federation of governing bodies – the arrangement whereby several schools join together under a single governing body. The schools remain separate schools but are governed by one body.

Fischer Family Trust (FFT) – a non-profit body that provides schools with data.

Formula funding – the method by which funds for school budgets are calculated. The most important factor is the number of pupils.

Foundation governor – a person appointed to be a member of a school's governing body, otherwise than by the LA, to ensure that the school preserves its particular religious character, or that it is conducted in accordance with the terms of a trust deed.

Foundation school – a type of state school which has more freedom than community schools in how it is managed and with its admissions procedures. At foundation schools, the governing body is the employer and the admission authority. The school's land and buildings are owned by either the governing body or a charitable foundation. Funding comes from the LA, which also pays for any building work.

Foundation stage – the curriculum for pre-school age children.

Free school – all-ability state-funded schools set up in response to what local people want in order to improve education for children in their community. Free schools have the same legal status as academies.

Free school meals (FSM) – all children receive free school meals in reception, year 1 and year 2. Beyond that, free meals are given to children whose parents are on low incomes and qualify for some benefits. Children receiving FSM, plus those who were eligible for FSM in the past six years, qualify as pupil premium children.

Full governing body (FGB) – the entire governing body of a school. Also known as the whole governing body (WGB). The term is used to differentiate meetings of the full board from committee meetings.

G

General annual grant (GAG) – most funding for academies comes from this government grant.

General data protection regulation (GDPR) – the regulation that describes how personal data must be handled.

Get information about schools (GIAS) – the DfE online database of all school governors and trustees. Used to be called Edubase.

Governance Handbook – the DfE’s guide to being a governor in both maintained schools and academies.

H

Headteacher (HT) – the most senior teacher who leads the school.

Her majesty’s inspector (HMI) – an inspector from OFSTED (Office for Standards in Education, Children’s Services and Skills).

Home–school agreement – all state schools used to be required to have written home–school agreements, drawn up in consultation with parents. They were non-binding statements explaining the school’s aims and values, the responsibilities of both school and parents and what the school expects of its pupils.

I

Information communication technology (ICT) – the study of computing and technology.

Independent school – any school that provides full-time education which is not maintained by an LA and is not a non-maintained special school. As these are schools that are not funded by the state, they obtain most of their finances from fees paid by parents and income from investments. Some of the larger independent schools are known as public schools, while most boarding schools are independent.

Information commissioner – the independent office holder set up to oversee and enforce the Freedom of Information Act and the Data Protection Act.

In-service education and training (INSET) – the professional training and development of staff working in schools, generally taken as short courses or day conferences, hence the term INSET day.

Instrument of government – a legal document detailing the composition of a governing body of a maintained school.

Interim executive board (IEB) – a board that replaces the existing governors when a school is failing.

K

Keeping Children Safe in Education (KCSIE) – statutory guidance from the DfE which tells schools how to keep children safe from harm.

Key stages – the four stages of pupils’ progress in acquiring knowledge and skills as set out in the national curriculum. Pupils are tested at the end of each stage:

- key Stage 1, where the majority of pupils are aged 5 to 7.
- key Stage 2, where the majority of pupils are aged 7 to 11.
- key Stage 3, where the majority of children are aged 11 to 14; and
- key Stage 4, where the majority of pupils are aged 14 to 16.

There are statutory assessment arrangements at the end of Key Stages 1 and (Year 2), 2 (Year 6)

L

Lay member – a member appointed to a panel hearing appeal against non-admission or exclusion, being a person without personal experience in managing or providing education in any school (other than as a governor or on a voluntary basis).

Learning support assistant (LSA) – a teaching assistant who often works with SEN children.

Learning walk – visiting classrooms to collect evidence on teaching and learning, progress, and any areas to improve (but not to make judgements).

Link governor – a governor allocated a specific area to monitor and take an interest in, for example health and safety or special educational needs.

Local authority (LA) – the local government department for a region. Formerly the local education authority (LEA).

Local authority designated officer (LADO) – an employee of the LA who co-ordinates the response to allegations that an adult has harmed a child.

Local authority governor – a maintained school governor nominated by the LA and appointed by the governing body. Academies with older articles of association may also have LA governors.

Local governor – each multi-academy trust has a main board of trustees, but it may also have committees called local governing bodies at each of its academies. The individuals serving on these committees are often called local governors.

Local governing body (LGB) – a committee of the main board of trustees in a multi-academy trust based at one of its academies. May be called a local governing committee (LGC), academy committee (AC) or academy council.

Local government pension scheme (LGPS) – the pension scheme for employees of local government.

Looked after child (LAC) – a child who, as defined in section 22(1) of the Children Act 1989, is cared for by the LA or is provided with accommodation by an LA for more than 24 hours under a voluntary agreement with his or her parents, or who is the subject of a care order.

M

Main pay scale (MPS) – under the School Teachers' Pay and Conditions Document more experienced qualified teachers are paid on the upper pay scale and less experienced teachers on the main pay scale.

Maintained nursery school (MNS) – a school providing education for children aged from three to five, maintained by the LA.

Maintained school – a school for which an LA has financial and administrative responsibility.

Management information system (MIS) – an electronic system for recording all school business, such as attendance and other census information.

Members – in an academy trust the members sit above the trustees in the governance structure. They are the “guardians” of the trust and have powers to change the articles of association and appoint some trustees. They also hold the trustees to account, for example at annual general meetings. (Not to be confused with associate members.)

Multi-academy trust (MAT) – two or more academies run by a single board of trustees.

Multi-agency safeguarding hub (MASH) – a safeguarding team staffed by professionals from different agencies (e.g.: education, social care, police) that triages concerns about children and serves as a single point of contact for referrals.

N

National curriculum – the national curriculum covers 12 subjects and is divided into four key stages according to age. Maintained schools must follow the national curriculum; academies do not have to follow it but must teach a broad and balanced curriculum including English, maths, science, and religious education.

National curriculum tests (commonly referred to as SATs) – statutory national tasks or tests set by the Standards and Testing Agency (STA) and taken by pupils at the end of key stages 1 and 2.

National Governance Association (NGA) – the national charity that supports governors and trustees.

National leader of governance (NLG) – someone with considerable experience as a governor or clerk who provides DfE-funded support and advice to school governing boards.

Newly qualified teacher (NQT) – the new name for NQTs is early career teacher.

Nolan principles – a set of agreed standards and behaviours which people in public life should follow, including school governors. Named after Lord Nolan.

Number on roll (NOR) – the number of children registered to attend a school.

Nursery classes – a class in any school comprising children aged three and those who have their fourth birthday during the school year, and any other children whom it is appropriate to educate within that age group. This is usually the year before children attend reception class.

O

Office for Standards in Education, Children’s Services and Skills (OFSTED) – brings together the regulation and inspection of childcare and children’s social care and the inspection of LA children’s services and schools.

Open enrolment – all schools must admit pupils up to their published admission number which is calculated according to the physical capacity of the school to accommodate pupils.

Ordinary resolution – a decision of academy trust members that needs at least 51% of members to vote in favour to be passed.

Overall absence – all recorded absences from school whatever the reason, whether authorised or not.

P

Parent – any person having parental responsibility for a child or who has care of a child, including an LA. Section 576 of the Education Act 1996 defines ‘parent’ as:

- all natural parents, whether they are married or not.
- any person who, although not a natural parent, has parental responsibility for a child or young person.
- any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that a person with

whom the child lives and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law).

Parent governor – a parent who is usually elected by other parents of children at a school to serve on the governing body. If not, enough parents stand for election parent governors can be appointed by the governing board instead.

Parental responsibility – all the rights, duties, powers, responsibilities, and authority that a parent of a child has by law.

Partnership governor – a type of governor found in foundation schools that no longer have foundations attached.

Parent council – a body of parents which represents parents and provides a forum for them to put forward their views to the headteacher and the governing body of their children's school.

Parent teacher association (PTA) – an organisation of parents which supports the school through fundraising and social events.

Penalty notice – fines that may be imposed on parents if a pupil has too many unauthorised absences.

Peripatetic teacher – one who gives specialist instruction in a number of schools, for example in music.

Permanent exclusion (PEX) – permanently banning a pupil from a school (used to be known as being expelled).

Persistent absence – when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions.

Personal education plan (PEP) – a record of what needs to happen so that looked after children can fulfil their potential, reflecting any existing educational plans.

Phonics – a method of teaching reading and spelling that trains pupils to associate sounds in the spoken language (phonemes) and their corresponding letters or letter combinations (graphemes).

Phonics screening check – a statutory screening check for pupils at the end of Year 1 to assess their ability to decode and read words using phonics.

Preparation, planning and assessment time (PPA) – guaranteed timetabled time available to teachers and headteachers to enable them to raise standards through individual or collaborative professional activity, as contained in the STPCD.

Prevent duty – the responsibility school staff and governors have to stop children being drawn into terrorism.

Privacy notice – an oral or written statement that an organisation should make available to individuals whose personal information it plans to collect or have collected.

Progress 8 – a measure of the progress pupils make in eight subjects from the end of KS2 (the end of primary school) to the end of KS4.

Published admission number (PAN) – the fixed number of children which a school must admit if sufficient applications are received, as published by the admission authority for the school.

Pupil premium (PP) – targeted funding (in addition to the dedicated schools grant) paid mainly to schools, specifically aimed at the most deprived pupils to enable them to receive the support they need to reach their potential and to help schools reduce educational inequalities. Premium funding is also provided in respect of children in care who have been continuously looked after for at least six months and children of parents serving in the armed forces.

Pupil referral unit (PRU) – an establishment maintained by an LA which is specially organised to provide education for children who are excluded, sick or otherwise unable to attend mainstream school, and is not a community or special school.

Pupil reports – headteachers of maintained schools must provide an annual written report on pupils' educational achievements for every registered pupil at their school.

Q

Qualified teacher status (QTS) – the professional status required to teach in state-maintained schools.

Quorum – the number of governors who must be present to validate the proceedings of a governors' meeting (to allow governor to make decisions, in other words). If enough governors are present the meeting is quorate, if not it is inquorate.

R

Rag rating – labelling items as Red, Amber or Green (RAG) to show they need attention urgently (red), not urgently (amber) or are already in good shape (green).

Reception classes – an entry class to primary schools for children who have their fifth birthday during the school year and for children who are younger or older than five with whom it is appropriate to educate them.

Regional schools commissioner (RSC) – acting on behalf of the Secretary of State for Education, each RSC has powers to intervene in failing schools and academies, decide on academy transfers, approve academy sponsors, and approve new free schools.

Requires improvement (RI) – a rating given to a school by OFSTED after an inspection. The rating scale from lowest to highest is Inadequate (which may result in a school entering Special Measures), RI, Good and then Outstanding.

Resolution – a proposal made formally that requires a vote to be agreed. Academy boards can pass written resolutions outside of meetings.

S

Safeguarding – keeping children safe from physical and emotional harm.

Scheme for financing schools – a document which sets out the financial relationship between the LA and its maintained schools.

Scheme of delegation (SoD) – academies must produce this document which shows the level to which powers have been delegated.

School business manager (SBM) – a staff member responsible for areas such as the budget, health and safety and human resources.

School development plan (SDP) – the key document setting out the priorities and strategies for a school's development over a rolling period. Some schools call this the school improvement plan (SIP).

Schools financial value standard (SFVS) – a self-assessment form, to be completed annually by maintained schools, consisting of questions that governors need to formally discuss with their headteacher and senior staff. The SFVS assists schools in managing their finances and give assurance that they have secure financial management in place.

Schools forum – a body which must be established by each LA which represents the governing bodies and headteachers of schools maintained by the LA, academies, early years private providers and other interests. Its purpose is to advise the LA on and in some cases decide matters relating to the schools' budget.

School improvement partner (SIP) – in most cases, someone with current or recent headship experience, who acts as a conduit between central government, the LA, and the school, helping to set targets and priorities and identify support needed.

School information and management system (SIMs) – a software package that contains details of pupils and resources.

School Teachers' Pay and Conditions Document (STPCD) – contains the statutory requirements for teachers' pay and conditions within maintained schools in England. Many academies follow this document too.

Self-evaluation form (SEF) – the school's own judgements on how well it is doing, often based on areas that OFSTED inspect such as leadership and management, quality of education and behaviour and attitudes.

Senior designated person – a senior member of the school's management team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to staff and liaising with the LA and other agencies involved in safeguarding children.

Senior leadership team (SLT) – the group of senior staff who lead the school such as the headteacher, deputy head, assistant head, and business manager.

Service level agreement (SLA) – a contract between a provider and a customer that explains the terms of the provider's responsibility to the customer.

Significant improvement – a school requiring significant improvement is one that, although it does not require special measures, is performing significantly less well than it might be expected to perform.

Single academy trust (SAT) – an academy trust that runs only one academy.

Single central record (SCR) – all schools must have an SCR which records personal details of staff, ID checks and recruitment vetting checks including DBS and barred list checks.

Skills audit – asking each governor to list their relevant skills so the board can find out what skills they should advertise for or what training they should offer.

Special educational needs (SEN) – learning difficulties for which a child needs special educational help.

Special educational needs co-ordinator (SENCO) – the teacher designated as having responsibility for co-ordinating provision for pupils with SEN. Known as the SENDCO in some schools, for special education needs and disability co-ordinator.

Special educational needs and disability (SEND) – learning difficulties plus disabilities.

Special measures – if a school is rated Inadequate by OFSTED it may go into special measures, which means it will receive external support and regular further inspections. The governing body may be replaced by an interim executive board.

Special resolution – a decision of academy trust members that requires 75% of members to agree to it to be passed.

Speech and language therapy (SALT) – helping children with communication, voice, and swallowing problems.

Spelling, punctuation, and grammar (SPAG) – one section of the standard assessment tests for primary children.

Sponsor – an organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. For example, this might be a university, a business, a charity, or a religious group. Sponsors set up the academy trust, appoint the school leaders, select the governing board, and monitor the academy's performance.

Staff governors – an employee of the school who is also a governor. Maintained schools have one staff governor who is elected by their colleagues. Some academies have staff trustees or staff local governors.

Standard assessment tests (SATs) – national tests for primary age children, measuring educational achievement in years 2 and 6.

Standing Advisory Council on Religious Education (SACRE) – a local body advising an LA on matters connected with religious education and collective worship in schools. Faith groups and teachers are represented.

Standing orders – some governing boards establish standing orders to describe procedures which are not already set by other documents; for example, a full procedure for electing a chair of governors.

Statutory guidance – a document published by the government which schools must follow.

Statutory inspection of Anglican/Methodist schools (SIAMS) – an inspection of C of E and Anglican schools which specifically looks at whether their Christian vision is effective. SIAMs inspections are in addition to OFSTED inspections, not a replacement for OFSTED.

Support staff – members of school staff who provide services in a school other than teaching, such as classroom assistants, cleaners, and admin staff.

Suspension – a process where a member of staff is told to stop working at the school temporarily, usually while a problem involving him or her is being investigated. Governors can also be suspended in maintained schools and some academies.

T

Teaching and learning responsibility (TLR) – an extra payment for teaching staff who take on additional responsibility.

Teaching assistant (TA) – a member of staff who supports teachers either in whole-class settings, via small groups of children or one-to-one support.

Terms of reference (TOR) – a document which describes the delegated powers, membership, and duties of a committee or individual.

Trustee – usually a named individual (although can be a corporate body) who sits on the board of an academy trust. Equivalent to a governor in a maintained school.

U

Unauthorised absence – this occurs when the school has not given permission for the absence of a pupil. Where the reason for it cannot be established at registration, the absence shall be recorded as unauthorised.

Unique reference number (URN) – each school has a six-digit identifying number assigned to it by the government.

Upper pay scale (UPS) – under the School Teachers' Pay and Conditions Document more experienced qualified teachers are paid on the upper pay scale and less experienced teachers on the main pay scale.

V

Virement – transferring money from one budget code to another.

Voluntary-aided school – a school set up and owned by a voluntary body, usually a church body, largely financed by an LA. The governing body employs the staff and controls pupil admissions and religious education. The school's land and buildings (apart from playing fields, which are normally vested in the LA) will normally be owned by a charitable foundation.

Voluntary-controlled school – a school set up by a voluntary body, often a church body (generally Church of England). These schools are totally funded by an LA, which employs the staff. Normally the school's land and buildings (apart from the playing fields, which are normally vested in the LA) will be owned by a charitable foundation.

W

Warning notice – a notice by which an LA may notify the governing body of any of its concerns relating to school performance, a breakdown in leadership and management, or pupil or staff safety. This is sometimes referred to as a “formal warning.”

SEND GLOSSARY

The following websites are useful places to get more information about SEND.

<https://www.specialneedsjungle.com>

<https://www.autism.org.uk/>

Assess-plan-do-review stage

How a school assesses whether a child is reaching their goals and if they need extra support.

Alternative provision (AP)

The education that is organised for a child who cannot go to a mainstream school.

Disagreement Resolution Services

A voluntary early opportunity to resolve disagreements without the need to make an official complaint to the local education authority.

EHCP

Education, health and care plan, a legally binding document that outlines a child's needs and how they will be supported.

Family Hub

A place where children, young people and their families can go when in need of help and support. The people working in the Family Hub will work in partnership with you and your community.

Green Paper

Where the Government lays out its proposals for change which people can discuss and respond to.

ITT framework

Initial teacher training framework, the training a teacher must have before they can work as a teacher.

MATS

Multi-academy trusts

NASENCo

The National Award for SEN Co-ordination, a statutory requirement for all Special Educational Needs Co-ordinators (SENCOs).

National SEND Delivery Board

The body responsible for driving forward key improvements across the SEND system.

NPQ

National Professional Qualification

SENCo

Special Educational Needs Co-ordinator, the schoolteacher who is responsible for assessing, planning, and monitoring the progress of children with special educational needs and disabilities (SEND).

SEND

Special educational needs and disability.

SEND Tribunal

The tribunal that hears appeals against local authorities' decisions about the special education needs of children and young people.

Source: <https://www.autism.org.uk/>

ABA	Applied Behavioural Analysis
ADHD	Attention Deficit Hyperactivity Disorder
ADOS	Autism Diagnostic Observation Schedule
APD	Auditory Processing Disorder
AR	Annual Review
ARP	Additional Resource(d) Provision
ASC	Autistic Spectrum Condition
ASD	Autistic Spectrum Disorder
Baseline Assessment	A standardised teacher assessment designed to establish the attainment level of children at a significant point
Basic Skills	Reading, Writing and Maths
Beacon School	A school that has been identified as amongst the best performing in
BSP	Behaviour Support Plan

CAF	Central Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CARS	Childhood Autism Rating Scale
CDC	Council for Disabled Children
CF	Cystic Fibrosis
CFA	Children and Families Act 2014
CHAT	Comprehensive Health Assessment Tool
CI	Communication and Interaction
CIN	Child In Need
CL	Cognition and Learning
CP	Cerebral Palsy
CP	Child Protection
CP	Clinical Psychologist
CPR	Child Protection Register
CYPS	Children and Young Persons Service
DP	Direct Payments
DD	Disability Discrimination
DfE	Department for Education
DFG	Disability Facilities Grant
DISCO	Diagnostic Interview for Social and Communication Problems
DSA	Disabled Student's Allowance
DX	Diagnosis
E2E	Entry to Employment
EA	Education Act 1996
EBD	Emotional and Behavioural Difficulties
EDS	Elhers Danlos Syndrome
EWO	Education Welfare Officer

EP	Educational Psychologist
EPS	Educational Psychology Service
EFA	Education Funding Agency
EHCP	Education, Health, and Care Plan
EOTAS	Education Other Than at School
ESBD	Emotional, Social and Behavioural Difficulties
ESP	Early Support Programme
ESW	Education Social Worker
EWO	Education Welfare Officer
EYCDP	Early Years Development and Childcare Plan
EYFS	Early Years Foundation Stage
FE	Further Education
FSM	Free School Meals
GDD	Global Developmental Delay
HI	Hearing Impaired
IASS	Information, Advice and Support Service
IBP	Individual Behaviour Plan
ICP	Individual Care Plan
IEP	Individual Education Plan
IO	Inclusion Officer
IPP	Individual Pupil Profile
IPS	Independent Parental Supporter
IPSEA	Independent Panel for Special Educational Needs
JHS	Joint Hypermobility Syndrome
JR	Judicial Review
LA	Local Authority
LD	Learning Difficulties

LGO	Local Government Ombudsman
LO	Local Offer
LA	Local authority
LEA	Local Educational Authority
LSA	Learning Support Assistant
MDT	Multi-Disciplinary Team
MLD	Moderate Learning Difficulties
MN	Medical Needs
NC	National Curriculum
NQT	Newly Qualified Teacher
NVLD	Non-verbal Learning Disorder
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OT	Occupational Therapy
OT	Occupational Therapist
PB	Personal Budget
PDA	Pathological Demand Avoidance
PDD	Pervasive Developmental Disorder
PECS	Picture Exchange Communication System
PEP	Personal Education Plan
PMLD	Profound and Multiple Learning Disability
PP	Parent Partnership
PPO	Parent Partnership Officer
PT	Physiotherapists
RAS	Resource Allocation Assessment
RoA	Records of Achievement
SA	School Action

SA+	School Action Plus
SAL/SLT	Speech and Language Therapy
SaLT	Speech and Language Team
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SLD	Severe Learning Difficulties
SLD	Specific Learning Disorder
SMO	School Medical Officer
SPD	Sensory Processing Disorder
SpLD	Specific Learning Difficulties
SPM	Sensory, Physical, Medical
SS	Social Services
SW	Social Worker
TA	Teaching Assistant
TAC	Team Around Child
VI	Visual Impairment
VPD	Visual Processing Disorder

APPENDICES

Appendix One

The Seven Principles of Public Life

The Seven Principles of Public Life

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public officeholder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public officeholders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

1.1 Selflessness

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

1.2 Integrity

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

1.3 Objectivity

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

1.4 Accountability

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

1.5 Openness

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

1.6 Honesty

Holders of public office should be truthful.

1.7 Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

Appendix Two



Adopted by	The Governing Board
Date of authorisation	19 October 2021
Review date	Autumn 2022

Once this code has been adopted by the governing board, all members agree to faithfully abide by it.

We agree to abide by the Seven Nolan Principles of Public Life:

1. Selflessness

We will act solely in terms of the public interest.

2. Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

3. Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

5. Openness

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

6. Honesty

We will be truthful.

7. Leadership

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

We will focus on our core governance functions:

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

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

13. ensuring the voices of stakeholders are heard

As individual board members, we agree to:

Fulfil our role & responsibilities

14. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
15. We will develop, share, and live the ethos and values of our school/s.
16. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
17. We will work collectively for the benefit of the school/s.
18. We will be candid but constructive and respectful when holding senior leaders to account.
19. We will consider how our decisions may affect the school/s and local community.
20. We will stand by the decisions that we make as a collective.
21. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
22. We will only speak or act on behalf of the board if we have the authority to do so.
23. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
24. When making or responding to complaints we will follow the established procedures.
25. We will strive to uphold the school's reputation in our private communications (including on social media).
26. We will not discriminate against anyone and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

27. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
28. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.

29. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
30. We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
31. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
32. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
33. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

34. We will develop effective working relationships with school leaders, staff, parents, and other relevant stakeholders from our local community/communities.
35. We will express views openly, courteously, and respectfully in all our communications with board members and staff both inside and outside of meetings.
36. We will work to create an inclusive environment where each board member's contributions are valued equally.
37. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

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

Declare conflicts of interest and be transparent

42. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
43. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
44. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
45. We accept that the Register of Business Interests will be published on the school website.
46. We will act in the best interests of the school as a whole and not as a representative of any group.
47. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and

the body responsible for appointing us will be published on the school website.

48. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.
49. We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.
50. The governing board agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the full governing board.
51. Governors are expected to:
52. Adhere to the code of conduct, including maintaining confidentiality at all times
53. Prepare for each meeting by reading the documentation provided on Governor Hub
54. Attend as many meetings as possible
55. Give their apologies and a reason for non-attendance at a meeting to the clerk and Chair as early as possible before a meeting so the Chair is prepared, and governors can decide whether to accept the apologies
56. Adhere to meeting protocol
57. Respond to alerts and communications on Governor Hub
58. Report back to the board on any visits or training completed since the previous meeting

Signed:

P Royle

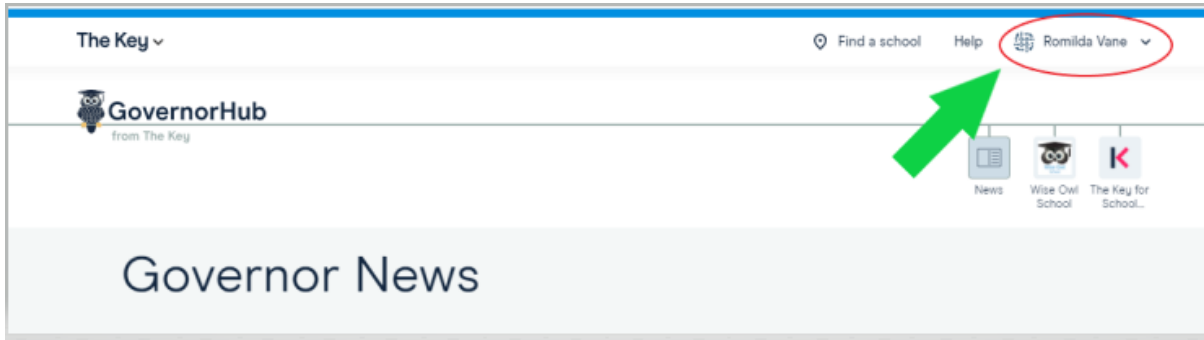
Chair of Board

How to guides

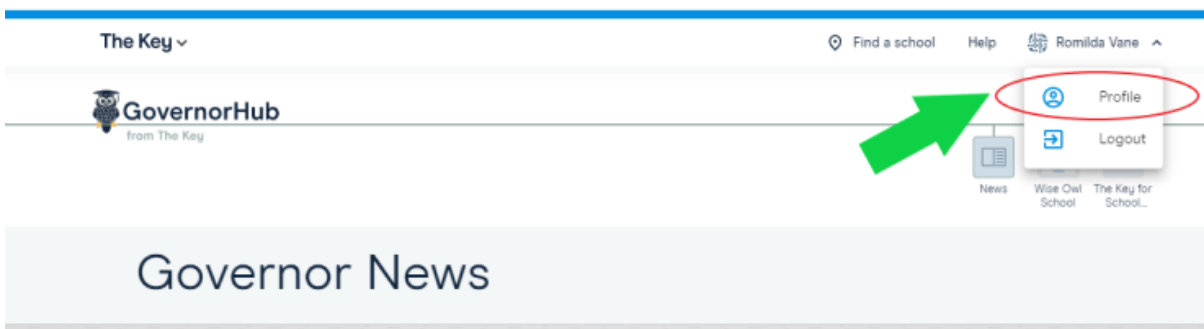
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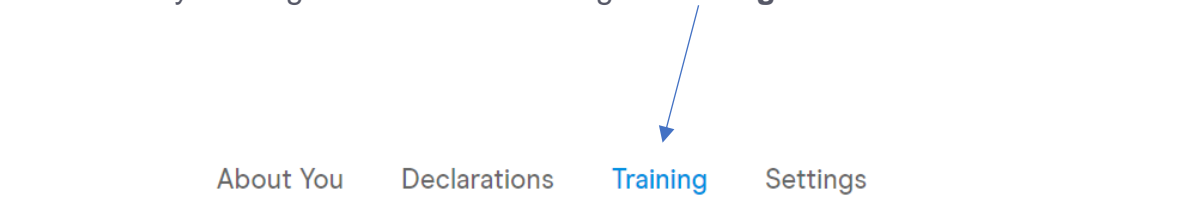
You can easily change your information when you are signed into GovernorHub by clicking on your name at the top of the screen (your name will show where it says "Romilda Vane" below).



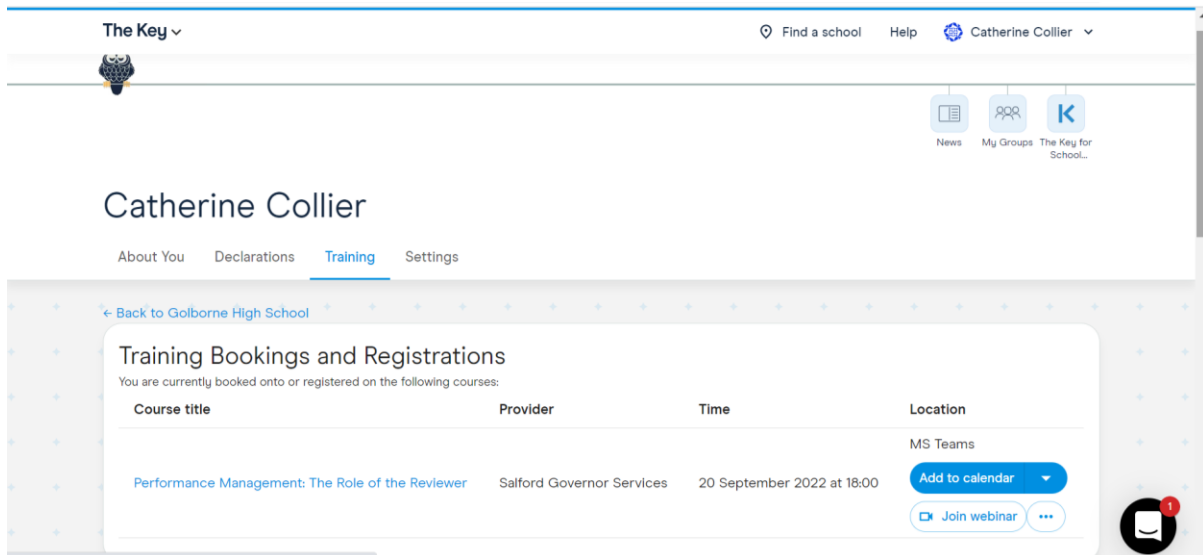
You will then need to click on the 'profile' option.



This takes you to your profile page, where you can change or fill in your Declarations of Interest by clicking on the third tab along – **Training**



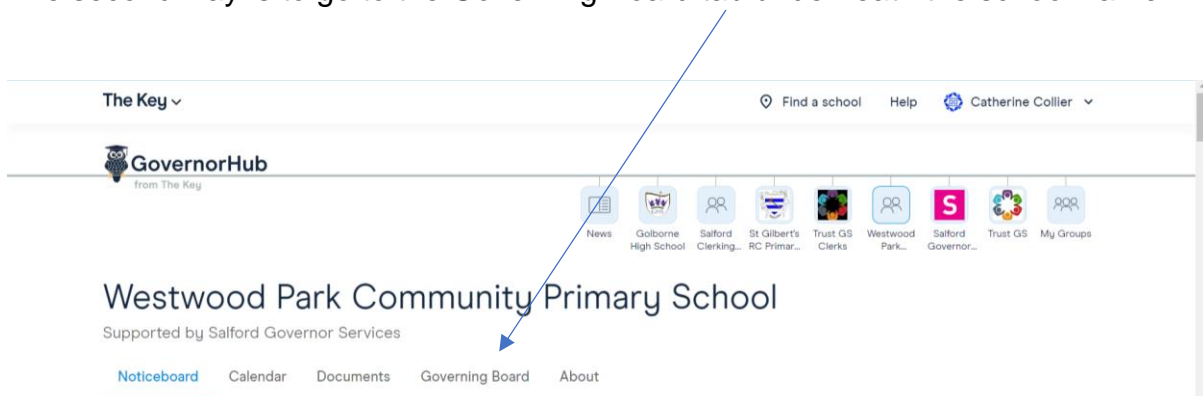
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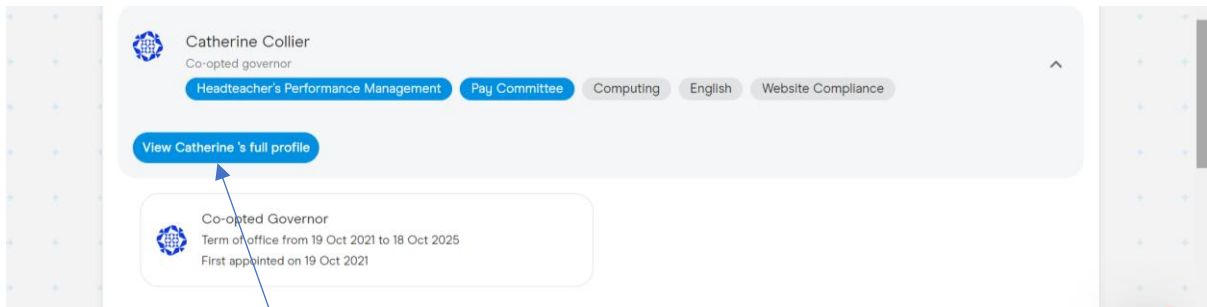
Here you can add new training, check your training bookings and records are correct or download a copy of all training.

2.

The second way is to go to the Governing Board tab underneath the school name.

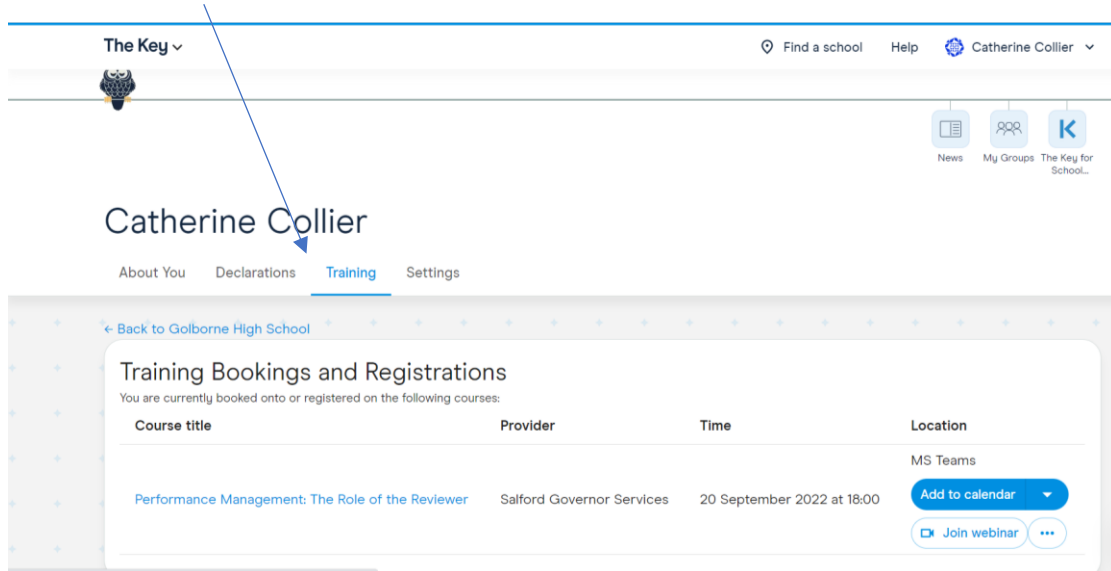


Find your name



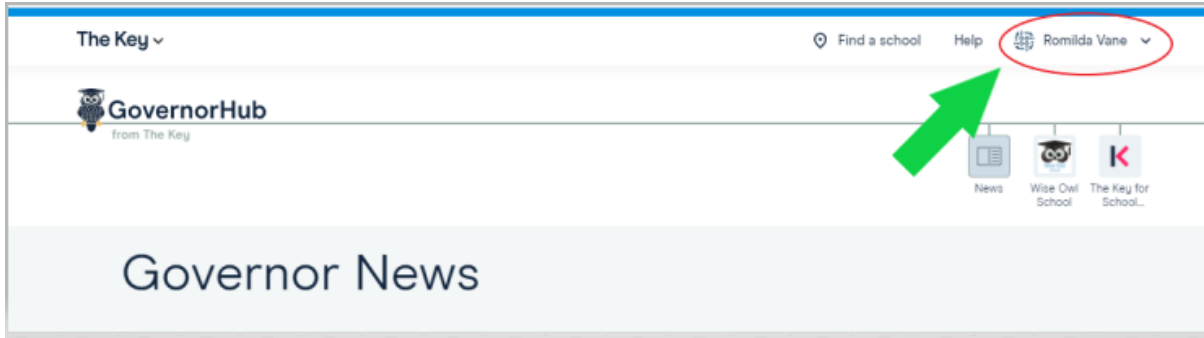
Click on "View (Your name) full profile"

Click on the "Training" tab and complete as detailed above.

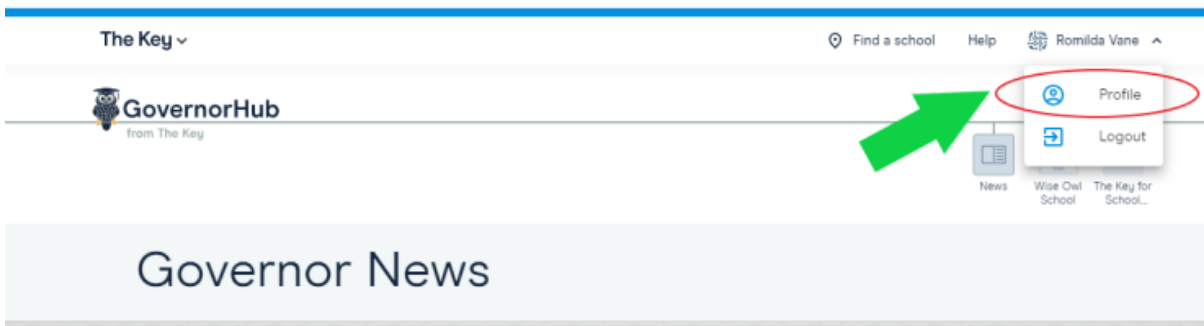


Updating your declarations on Governor Hub

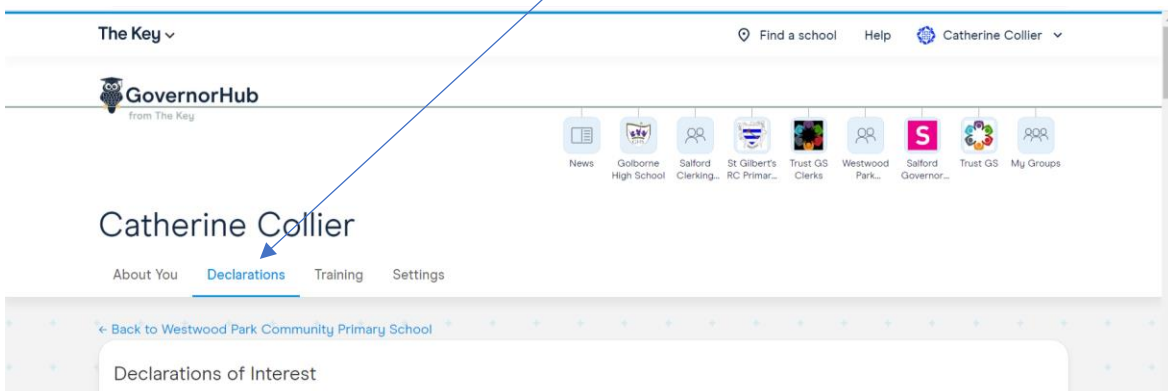
Click on your name at the top of the screen (your name will show where it says "Romilda Vane" below).



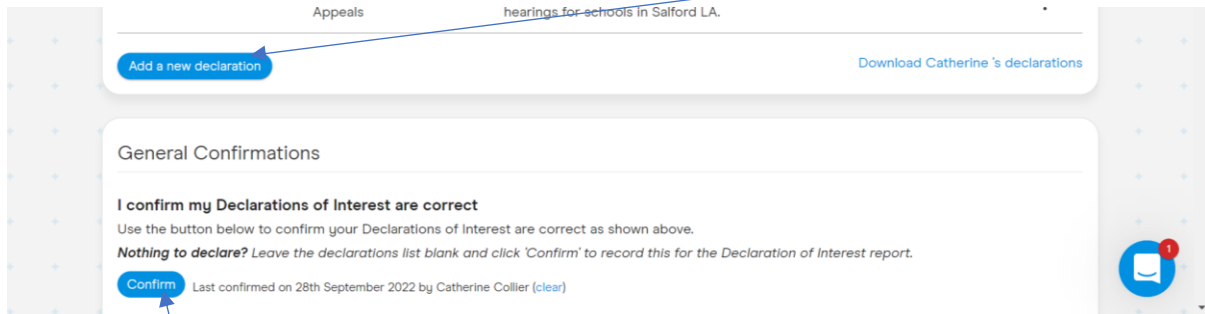
You will then need to click on the 'profile' option.



This takes you to your profile page, where you can change or fill in your Declarations of Interest by clicking on the second tab along – **Declarations**



Here you can add any relevant declarations of interest by clicking on the Add a declaration button:

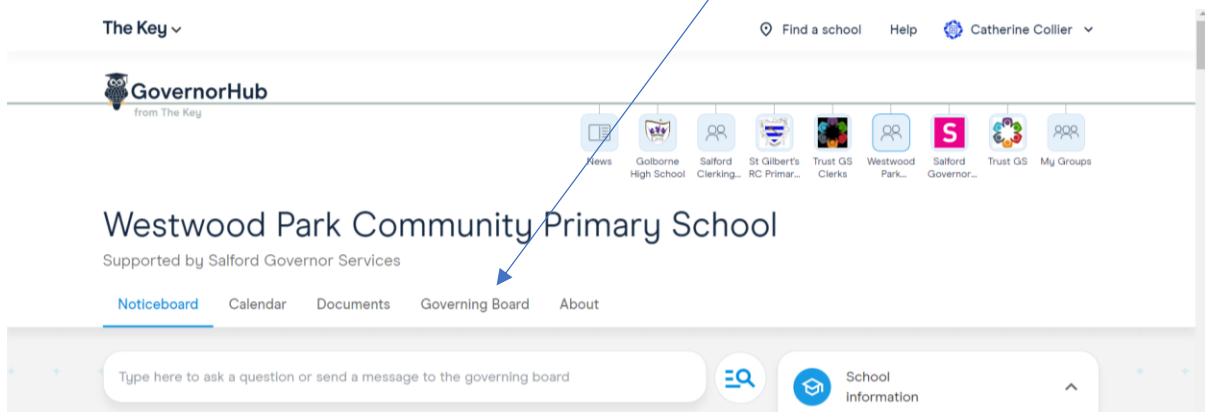


You can also confirm your declarations are correct, even if they have not changed since the previous year.

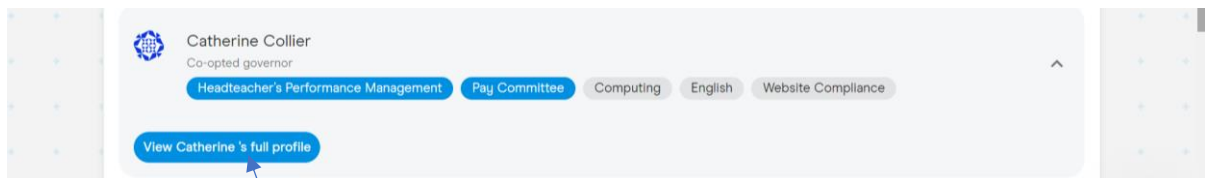
If you scroll down, you will also be able to confirm that you have read the Keeping Children Safe in Education document, the Governor Code of Conduct and the Governor Eligibility document.

2.

The second way is to go to the Governing Board tab underneath the school name.

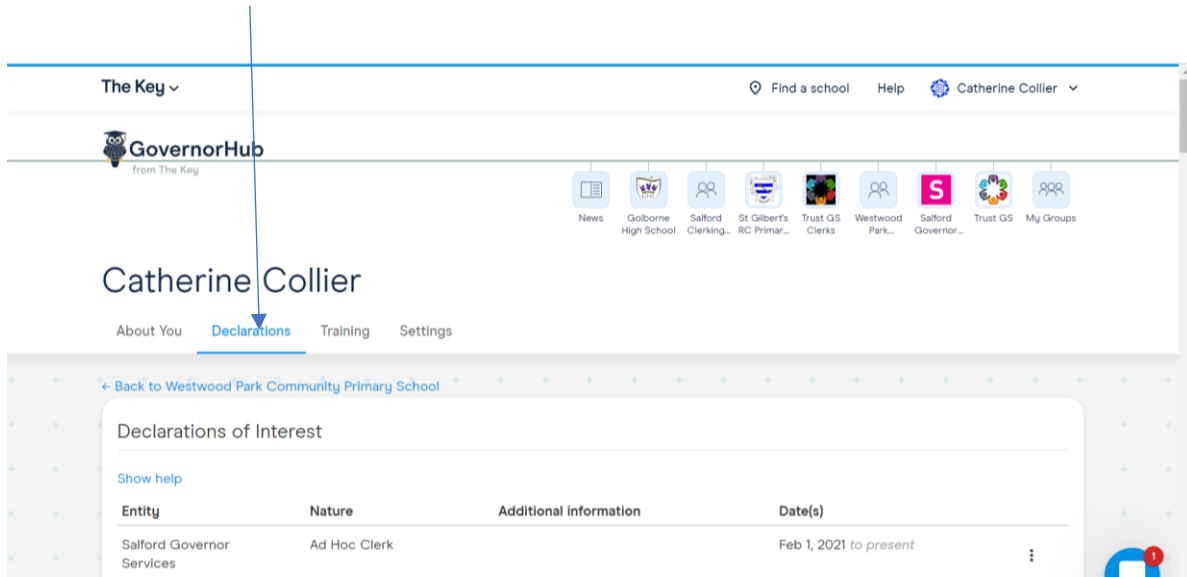


Find your name



Click on "View (Your name) full profile"

Click on the “Declarations” tab and complete as detailed above.



If you scroll down the page, you will be able to confirm that you have read Keeping Children Safe in Education, The Governor Code of Conduct and Governor Eligibility documents.