

# GOVERNOR INDUCTION GUIDE WARREN FARM PRIMARY SCHOOL

## Vision

Together Everyone Achieves More



**February 2017**

<b>TABLE OF CONTENTS</b>	<b>Page no.</b>
Introduction	3
Fellow Governors	3
Induction process	3
Full Governing Board Meetings	4
Committee and Statutory Committee Meetings	4
• Committee	
• Statutory Committee	
• Link Governors	
Meeting Procedures	5
• Code of conduct	5
• Attendance and Quorum	5
• Meeting Confidentiality	6
• Discussions	6
• Approval and Voting	6
• Minutes	7
• Chair and Vice-Chair	7
• Adding Items to the Agenda	7
• Register of Pecuniary Interests	7
Financial Regulations	8
Governor Visits to School	8
Training	8
• Booking courses	8
• E-learning	8
Disclosure and Barring Service	8
Other Information	9
Sources of Information on Internet	9
Appendix 1 – Terms of Reference – Full Governors and HT Performance Group	
Appendix 2 – Committee structures	
Appendix 3 – Governors’ Visits to School Policy (including Feedback form)	
▪ Annex A, Governor Visit Report/Feedback form	
▪ Annex B, Learning Walk protocol	
Appendix 4 - Governor’s Expenses Policy	
Appendix 5 – Acronyms and abbreviations	
Appendix 6 – Policies and other documents required by law	
Appendix 7 - New Governor Induction Checklist	

## **INTRODUCTION**

Welcome to the governing board of Warren Farm Primary School. This guide has been written to provide an outline for new governors on how our governing board functions. In summary, the role of the governing board is to work with the Head Teacher and school leadership team to ensure that the pupils receive the best possible education. The Head Teacher is accountable to the governing board. The governing board are accountable to stakeholders including parents, children, staff and the Birmingham Local Education Authority (LA).

Governing bodies vary in size but all have the same requirement. The role of the governing Board can be summarised into 3 key roles:

- Setting the vision, ethos and strategic direction
- Holding the Head Teacher to account
- Overseeing financial performance

It is important, and an expectation of new governors, that they attend induction training arranged and paid for by the school, to help them understand their statutory responsibilities and how to carry out the role of governance. This guide is intended to supplement induction training and provide you with some school specific information and guidance on how you can exercise your role as a governor.

## **FELLOW GOVERNORS**

Our Constitution or Instrument of Government (Appendix 7) sets out the number and type of governors required; we have 10 places and 4 different types/categories of governor.

**3 Parent Governors** – chosen from parents of children registered to attend school. Parents nominate themselves and require 2 other parents' nomination. If there are more nominations than vacancies, then there is an election at which all parents can vote.

**1 Co-opted Governors** – recruited and appointed by the Governors, often from the local community and with particular skills needed on the governing Board.

**3 Community Governors** - representing the Community of Kingstanding

**3 Staff Governors** – including the Head Teacher who automatically has the option of a place on the governing Board, and a further staff governor elected by staff. Governors have a term of office of 4 years from the date they are appointed.

## **INDUCTION PROCESS**

Meeting with Head Teacher or other school staff member - an initial meeting will be arranged in order for you to meet the Head Teacher, unless you are a staff governor, the purpose of this meeting will be to show you around the school and give you an understanding of how Warren Farm operates. Such a visit may have already taken place prior to you becoming a governor and in which case will not necessarily be repeated. Meeting with the Chair of the Governing Board - you will also have an opportunity to meet with the Chair to discuss the main roles of being a governor and to ask questions, this would normally be arranged prior to your first full governing Board or Committee meeting, where possible.

Governor Induction guide – you will be signposted to the Governor Induction Guide containing key details and other information that will prove useful to your role. The guide contains a checklist which will be used to record your induction process.

Other information is also available on-line via the Department of Education website: <https://www.gov.uk/government/organisations/department-for-education> and our school website.

Buddy/Mentor - we operate a 'buddy system' whereby an existing governor will be assigned to you as your mentor; this is to ensure that you are given as much support as possible about the new role that you have undertaken. Your mentor can be your first port of call should you have a question that you would like to ask (no matter how silly you might think it is) or if you just need some advice.

Contact details for your fellow governors are provided to you, we ask that you keep these details confidential, secure and do not disclose them to others.

### **FULL GOVERNING BOARD MEETINGS**

The Full Governing Board (often known as FGB) is legally required to meet at least three times per year. Meetings are held at regular intervals throughout the school year and normally take place at 13:00hrs at school. We operate using a timed agenda and meetings usually last between 2 and 2.5 hours duration, depending upon the agenda and the governors' preparation.

At least 7 days before the meeting you will receive, via the clerk, several documents:

- The agenda (with the date, time and location of the meeting) – showing a list of the items scheduled to be discussed;
- Previous minutes with an Action List;
- Additional supporting material relevant to the agenda.

All these documents will allow you to prepare in advance for the meeting. Some of the documents you receive are just for information purposes, however others will need to be agreed or ratified by the FGB. Preparation will involve reading through the documents and making notes of any further explanations or clarifications you require. You may feel that you wish to challenge some issues, in which case it is worth preparing what you would like to say.

Terms of Reference for the Full Governing Board can be found in appendix 2; these are reviewed by the FGB annually, they outline the role and function of the FGB and include a list of the functions that CANNOT be delegated to a sub-committee and must be dealt with by the FGB.

### **COMMITTEE AND STATUTORY COMMITTEE MEETINGS**

#### **Committees**

There are many tasks that need undertaking and to operate efficiently we have established committees to whom some of our responsibilities are delegated. We currently operate the following main committee:

- Finance and Trustees

This committee meets up independently of the full governing Board. The members and chair of each sub-Committee are usually elected at the Full Governing Board meeting in July for the following academic year. A vital part of this delegation by the FGB is to strictly define what a committee should and shouldn't be doing. Each Committee will have their own Terms of Reference (see school website for details); at the start of the academic year each committee will review and monitor these to ensure that they are accomplishing what they were intended to do.

Each Committee usually meets once a term or more frequently if required, at a mutually agreed time at school.

Each Committee's numbers and members are agreed at the FGB meeting in July. At least 7 days prior to these meetings you will receive, via the clerk, several documents:

- The agenda (with the date, time and location of the meeting) – showing a list of the items scheduled to be discussed;
- Previous minutes;
- Additional supporting material relevant to the agenda.

As with FGB meetings it is important to prepare any issues prior to the meeting. Some of the documents will be for information purposes, however some will need to be agreed and then sent to the next FGB meeting for ratification.

Governors receive the minutes for all the sub-committees, whether you sit on the committee or not. This is to ensure that you are kept up to date with what each sub-committee is discussing and agreeing. You are welcome to attend a sub-committee meeting whether you sit on the committee or not. If you do attend you will not be allowed to vote on any issues but you may ask questions and contribute to the discussion as directed by the Chair.

### **Statutory Committees**

As well as the Finance and Trustees Committee there are several statutory committees that the governing Board is required to have in place. At Warren Farm, governors volunteer to be on these as and when a statutory committee is required to convene. These statutory committees often do not need to meet but when they are each governor will be notified promptly and a suitable date and time will be arranged.

The Statutory Committee's include:

- Pupil Discipline/Exclusion
- Staff Dismissal
- Admissions
- Appeals
- Head Teacher's Performance Management Committee

Each committee will consist of at least 3 governors, although staff governors are not allowed to serve on these due to the nature of the discussions.

### **Link Governor:**

There are also areas of responsibility that any governor can represent as a Link Governor.

They include:

- Special Educational Needs/Inclusion/Vulnerable Children
- Training Liaison
- Safeguarding

## **MEETING PROCEDURES**

### **Code of conduct**

We will ask you to familiarise yourself with our 'Code of conduct' and sign a copy to say that you agree to abide to it

### **Attendance and Quorum**

Attendance at all the meetings is expected, and in the event of non-attendance it is necessary to send apologies prior to the meeting to the Chair or the Clerk.

It is important that each meeting is quorate in order for it to be effective. For FGB and sub-committee meeting a quorum is 50% of the membership, excluding any vacancies.

If a meeting is not quorate the meeting will be unable to convene.

Non-attendance over a 6 month period may result in governors disqualifying themselves from carrying on as a governor.

## **Confidentiality**

It is worth noting that during meetings subjects may be discussed that are confidential and should not be discussed or disclosed to anyone else outside of the meeting.

Documents considered to be confidential will be noted as such and must not be disclosed to anyone outside of the governing Board.

Confidential items will be left off the main documented minutes but instead minuted separately; these minutes should not be disclosed to anybody outside of the governing Board. In particular governors should be careful when any reference to individuals arise, especially when dealing with staff and personnel issues. Members of staff or those with a personal interest in a particular agenda item must disclose their interest to the Chair and will be asked to leave the meeting while the discussion takes place. It will be noted in the minutes that people have been asked to leave, and when they return.

## **Discussions**

A challenging but positive governing Board is more efficient in its duties. Never be afraid to ask a question or state your viewpoint, you should act in the best interest of the school and as a governor you are accountable for its actions Always seek clarification on any issue you are not sure about and feel free to challenge.

The Chair is responsible for running the meeting and the governing Board works best when everyone is a participant and gets the opportunity to put forward their ideas. It is important not to interrupt and try to ensure that you don't dominate the conversation. Think about what you want to say and prepare before the meeting where possible. Other than during an open discussion or when comments are invited, you may need to indicate to the Chair if you wish to say something.

The Office for Standards in Education (OfSTED) inspection frameworks will look for the extent to which the governors challenge the school to meet its objectives and further improvement. Therefore, decisions we make and actions we take must be well thought through and applied.

An enquiring mind is required – the following tips may be helpful:

1. Remember – asking questions and challenging is good and necessary
2. Don't accept things at face value:
  - I. question the detail
  - II. ask what is causing things (how we know, what the evidence is)
  - III. ask for detail (what are we doing or going to do about it; what impact our strategy is having or is expected to have; why have we chosen an approach if it is not clear; how will be know if it is working)
3. If you do not understand something, or it does not make sense, seek clarification.
4. Prepare. Allow time to review documents before the meeting and note anything you need further information or clarification on.

## **Approval and Voting**

At meetings items may need to be formally approved or ratified by the FGB. The Chair will ask the governors if the item is agreed. Should a circumstance arise where not all governors are in agreement then a vote will occur, normally this is just a show of hands, however a secret ballot could be held if governors desired. If you feel that for any reason you are unable to vote then you are able to abstain from voting. The Chair has the casting vote in the event of a tie. The voting mechanism of the governing board is vital; it is done in this way specifically to present the outside world with a collective view. Within the meeting minutes a vote is not disclosed by how individual governors voted but rather by a count of for and against. It is also noted should any governor abstain from voting.

## **Minutes**

At all FGB and committee meetings the Clerk will be in attendance to take minutes, these will be typed up and once agreed by the Chair will then be distributed in draft form to all governors via email. Any confidential matters discussed will be typed up and issued separately to the main minutes. **Confidential minutes must not be disclosed to anyone outside of the governing board.**

The minutes will also contain an action list highlighting any actions that governors were required to carry out; this list forms the basis of the Matters Arising agenda item.

At the next meeting the previous minutes will then be reviewed and agreed pending any amendments highlighted by the governors. The Chair will then be required to sign the minutes to verify that they have been agreed. Only once minutes are agreed do they become a public document (other than confidential minutes which are not a public document).

## **Chair and Vice-Chair**

The Chair of the FGB or committee will lead the meeting and keep order. There is only a Vice-Chair for the FGB. The Vice-Chair will lead the meeting should the Chair be unavailable.

Annually, at the last FGB of the school year, the clerk will invite nominations for both the Chair and Vice-Chair positions and give a deadline date of when nominations should be received. Governors can nominate themselves or another Governor for the position, which is held for one school year. At this meeting an election will take place. At the meeting the governors who have been nominated may be asked to leave the room and the rest of the governors present will vote. If there is only one nominee then voting will be by a show of hands, but if there is more than one nomination then a secret ballot will be conducted by the Clerk.

Committee Chairs are decided at this meeting when forming the committees; this is less formal and is normally decided by the members of each committee. If a Chair cannot be agreed then this will be left for the sub-committee to resolve at their first meeting.

## **Adding items to the Agenda**

If you wish to add an item to the agenda you will need to contact either the Chair or the Clerk – please allow a minimum of 2 weeks prior to the meeting. Alternatively each meeting will discuss items for the next agenda; this gives members an opportunity to raise any items they wish to be discussed in the future. Items cannot be added to the agenda once issued since it is important to allow for supporting papers to be issued whilst giving governors enough preparation time.

## **Register of Pecuniary Interest / Declaration of Interest**

Once appointed as a governor and at the beginning of each academic year it will be necessary for you to sign the Declaration of Interests. It is important to declare any monetary, financial or commercial interests, conflicts or potential conflicts of interest that you may have as soon as possible. In addition, you will need to disclose any other appointments as a school Governor, and any relationship to school staff. This is to safeguard not only you but all the governing Board to ensure that no serving governor is contributing to discussions or votes in which they have an undisclosed business or personal interest that they could benefit from. This register is made available on the school website.

Declaration of Interest is an agenda item for all full governing Board and committee meetings; this gives each governor an opportunity to declare any interest they may have concerning any item on any agenda. This will be confirmed and recorded in the minutes of each meeting.

Further guidance on Pecuniary Interests can be obtained from the Clerk.

## **FINANCIAL REGULATIONS**

As a governor it is important to remember that you are responsible for ensuring that the financial regulations are adhered to, as there are certain regulations and procedures, including the Budget, which needs to be approved by the governors annually. All of these documents can be located within the main office at the school and are available to view anytime.

The FGB as a whole is responsible for agreeing the school budget for each financial year which runs September to August. Finance and Trustees Committee will discuss the budget first in detail and once they have agreed it, it will be presented to the FGB for ratification. This takes place at the FGB meeting in July. There is also a Budget revision in November each year when the original budget can be updated in the light of actual activity and future plans. Again, this is first discussed by Finance & Trustees before being presented to the FGB for ratification.

## **GOVERNOR VISITS TO SCHOOL**

Governor visits to the school are encouraged and are a vital way for governors to understand and get a feel for how the school is functioning as well as getting to know staff and pupils. They are not, in any way, a form of assessment or review of teaching. At Warren Farm we welcome governor participation but it is necessary to get prior agreement, you should not turn up unannounced! This can be sought from the Head Teacher, Senior Management Team or the Individual member of staff whose class you wish to visit.

Appendix 3 is a copy of the policy covering visits - please read this document prior to visiting; this will give you general guidance on the do's and don'ts surrounding a visit. There are opportunities from time to time to attend staff meetings, In-Service (INSET) training days and regular events to meet parents. Governors will also be invited to attend special events and services throughout the school year.

## **TRAINING**

As a new governor you will be expected to undertake governor induction training. We ask that you undertake this training at the earliest opportunity to help you become an effective governor and to demonstrate compliance with good governance practice. In addition to induction courses there are a number of other training courses and resources available to you. Courses equip you with essential knowledge and give you the opportunity to talk with other governors from local schools about important issues and share best practice. The School is a member of the National Governors Association, and you will receive regular emails keeping you informed about current issues. The Key for School Governors is also an extremely useful source of information for governors to access. Details of how to access resources is given to governors once they are appointed.

The Full Governing Board usually organises at least one full governing Board training session each academic year. This training will be for all the governors to attend and will be held at the school. Dates will be arranged in advance once a training need and subject is identified.

**Booking courses** – the school can access training provided by the Local Authority Education department, Governor Services and from other training providers. Access to e-learning training resources is available via The Key for School Governors. [www.thekeysupport.com/gov](http://www.thekeysupport.com/gov)

The governing Board's Training Liaison Governor will keep you informed of developments and opportunities regarding training. Governors are asked to report their attendance at training sessions at the FGB meeting so our commitment to training can be evidenced.

## **DISCLOSURE AND BARRING SERVICE (DBS)**

Regulations 1 and 2 of the School Governance (Constitution) (England) Regulations 2012 require governors of maintained schools to have an enhanced disclosure and barring service (DBS) check.

## **OTHER INFORMATION**

As well as this guide other documents will be made available to you to help you to understand the background of the school and documents that as a governing Board it is your responsibility to approve and work within. If you currently work within the school then you may not require all of this information, if you are not sent something which you would like to have then please advise the Clerk. Information to be attached includes:

### **Governor Contact Details**

You will be provided with a list of all your fellow governors contact details. Please treat personal details as confidential, keep them secure and do not disclose them to others.

### **List of future meeting dates already set**

You will be provided with a list of any Full Governing Board meeting dates that have already been set, along with any committee meeting dates that have also been put in place. If you do have any problems attending any of these meetings notify the Clerk or Chair as soon as possible.

### **School newsletter**

For those of you already involved in the school you may be aware that the Head Teacher sends out to all parents a newsletter informing them of all kinds of information relating to the school. As a governor you can access this via the school website.

### **Governance Handbook**

An on-line version of this is available on the Department of Education website. The Handbook contains all information relating to the legalities of being a governor. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/481147/Governance\\_handbook\\_November\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/481147/Governance_handbook_November_2015.pdf). A copy is also available on our school website.

### **Current School Improvement Plan and Updates**

Each year the school produces a School Development Plan or SDP as it is generally known. The plan details the areas for improvement that the school is currently prioritising; this will range from standards, budget and planned building work. Throughout the year governors are updated on progress and will use the plan and other data for monitoring.

### **Latest OfSTED Report**

OfSTED are the reporting Board that attends the school at short notice and review how the school works and operates. During the inspection they will interview some of the staff, children and governors. They will then write a report which will be made available from the school and OFSTED themselves. This report is available on-line.

### **School Prospectus and School Profile**

Available from the school or on the website.

## **SOURCES OF INFORMATION ON THE INTERNET**

Part of being a governor is keeping up to date with the latest trends in education. There are many different ways in which this can be done, particularly in reference to governance.

## **FINALLY**

Finally, we welcome you to your new role and hope you feel inspired and empowered to make a difference to our school and our children's future.

So in summary:

**Prepare - Attend – Contribute and ENJOY.**

## The Full Governing Body

*The Governing Body needs to take a strategic role, act as a critical friend to the School and be accountable for its decisions. It should set aims and objectives and agree, monitor and review policies, targets and priorities*

**Terms of reference:**

- **To agree constitutional matters\***, including procedures where the Governing Body has discretion
- To recruit new members as vacancies arise and **to appoint new governors\*** where appropriate
- **To hold at least three Governing Body meetings a year\***
- **To appoint or remove the Chair and Vice Chair\***
- **To appoint or remove a Clerk to the Governing Body\***
- **To establish the committees of the Governing Body and their terms of reference\***
- To appoint the Chair of any committee (*if not delegated to the committee itself*)
- **To appoint or remove a Clerk to each committee\***
- **To suspend a governor\***
- **To decide which functions of the Governing Body will be delegated to committees, groups and individuals\***
- **To receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Governing Body is necessary\***
- To approve the first formal budget plan of the financial year
- To keep the Health and Safety Policy and its practice under review and to make revisions where appropriate
- **To review the delegation arrangements annually\***
- *Any items which individual governing bodies may wish to include*

**\*these matters cannot be delegated to either a committee or an individual**

**Membership – As per the Instrument of Government**

**Disqualification – as per Regulation 20 and Schedule 6 of the Constitution Regulations**

<b>These terms of reference agreed by the Governing Body</b>	06/10/2016
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<b>Quorum:</b>	<b>One half of the number of Governors in post</b>
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# Head Teacher's Performance Review Group

**Terms of reference:**

- To arrange to meet with the External Adviser to discuss the Head Teacher's performance targets
- To decide, with the support of the External Adviser, whether the targets have been met and to set new targets annually
- To monitor through the year the performance of the Head Teacher against the targets
- To make recommendations to the Finance and Trustees Committee in respect of awards for the successful meeting of targets set
- *Additional items which individual Governing Bodies may wish to include*

**Membership – 3**

**Disqualification –** The Head Teacher and Staff Governors

<b>These terms of reference agreed by the Governing Body</b>		06/10/2016
<b>Name of Governor</b>		<b>Date Appointed to the Group</b>
Des Hughes		06/10/14
Carla Bates		15/10/12
Barbara Greaves		30/09/13
<b>Chair of the Group</b>	Carla Bates	
<b>Review Officer</b>	Sarah Preston	
<b>Quorum (minimum of 2 suggested)</b>	2	

**WARREN FARM PRIMARY SCHOOL GOVERNING BODY 2016/17**

<b>CATEGORY</b>	<b>NAME</b>	<b>FIRST ELECTED</b>	<b>EXPIRES</b>
Clerk	Mark McLaughlin	n/a	n/a
Community	Christine Mercer-Smith	20/05/2013	19/05/2017
Community	Des Hughes	12/04/2010	12/04/2018
Community	Barbara Greaves	30/09/2013	30/09/2017
Parent	Miss Carla Bates	28/11/2006	27/01/2018
Parent	Mrs Laura Barnes	31/10/2016	31/10/2020
Parent	Mrs Zalika Oriaku	31/10/2016	31/10/2020
Staff	Vacant		
Staff	Mr James Cooke	3/7/2015	02/07/2019
Principal	Mrs Gillian Barr	26/02/2017 01/12/2003 as staff governor	

## Committee Membership

Finance Committee & Trustees	HT Performance Management	Exclusions Committee	Complaints Procedure Committee
Des Hughes	Barbara Greaves	Laura Barnes	Des Hughes
Gillian Barr	Des Hughes	Zalika Oriaku	Christine Mercer-Smith
Carla Bates	Carla Bates	Christine Mercer-Smith	Carla Bates
Margaret Goodwin (HT)		Carla Bates	
Christine Mercer-Smith (Chair)			
Mark McLaughlin (advisory)			

<b>SEN Governor:</b>	Carla Bates ( <a href="mailto:carla.bates@birmingham.gov.uk">carla.bates@birmingham.gov.uk</a> )
<b>Child Protection Governor:</b>	Carla Bates ( <a href="mailto:carla.bates@birmingham.gov.uk">carla.bates@birmingham.gov.uk</a> )
<b>ICT Governor</b>	vacant
<b>Link Governor:</b>	Christine Mercer-Smith ( <a href="mailto:cmercersmith@hotmail.com">cmercersmith@hotmail.com</a> )
<b>Chair of Governors:</b>	Carla Bates ( <a href="mailto:carla.bates@birmingham.gov.uk">carla.bates@birmingham.gov.uk</a> )
<b>Vice Chair:</b>	Des Hughes ( <a href="mailto:des.hughes@birmingham.gov.uk">des.hughes@birmingham.gov.uk</a> )



# Warren Farm Primary School

*Together Everyone Achieves More*



## GOVERNORS' VISITS TO SCHOOL POLICY

### 1. INTRODUCTION

Governors need to know their school. Many governors find that visiting, particularly during the day, is a helpful way to find out about the school. Visits can also be an important part of robust school accountability. Through pre-arranged visits, governors can check that the school is implementing the policies and improvement plans they have signed off, and see for themselves how their vision and plans for the school are working in practice. Visits also provide an opportunity to arrange meetings with pupils, staff and parents about what they think of the school and how it is changing.

While it may be helpful to see classes at work, governors are not inspectors and it is not their role to assess the quality or method of teaching. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of the Head Teacher.

### 2. PURPOSE OF THE VISIT (see also Learning Walk Protocol – attached at Annex B)

a. Visits are undertaken to:

- i Improve governing Board knowledge of the school and the people that work in it.
- ii Assist the governing Board in monitoring the implementation of the School Development Plan.
- iii Assist a governor to fulfil a specialist governor role such as inclusion.
- iv Assist a governing Board in fulfilling its statutory duties.
- v Assist a governing Board in making informed decisions.

b. Governor visits are NOT about:

- i Making any judgements about pupil's work, behaviour, any teacher's classroom practice or issues relating to the day to day running of the school. Those are the responsibility of the Head Teacher.
- ii Checking the progress of own children.
- iii Pursuing personal agendas.
- iv Monopolising teachers time.
- v Arriving with inflexible preconceived ideas.
- vi Interrupting, giving ideas or suggestions.



**APPENDIX 3, Annex A**  
**Warren Farm Primary School**

<b>GOVERNOR'S VISIT</b> Name:	Governor Type:	Date:
Governor Responsibility: (if relevant)		
Staff/Class Visited:		
Objectives of Visit:		
Brief Notes:		
Follow Up / Future Actions		
<b>Impact of Visit</b> i.e. how visit contributes to monitoring/understanding school, challenges or supports		



## **APPENDIX 3, Annex B Warren Farm Primary School**

***Together Everyone Achieves More***

### **LEARNING WALK PROTOCOL**

Learning Walk Agreed Focus: \_\_\_\_\_

Date: \_\_\_\_\_

1. A Learning Walk must always have an area of focus (see above) which is to be shared with staff a week prior to the visit taking place.
2. Staff taking part in a Learning Walk should be accompanied by a member of the School Leadership Team to give perspective on teaching and learning.
3. Guests taking part in the Learning Walk are welcome to ask pupils questions at an appropriate time during the learning. What are you learning? How are you learning? Why are you learning? Who are you learning for?
4. Questions may be asked of the teacher at an appropriate time during the learning to gauge a deeper understanding of the curriculum that is being taught.
5. Any guests taking part in the Learning Walk must arrive at the time they have agreed with the teacher or year group.
6. When arriving at the correct time, Learning Walk guests should ask the teacher concerned whether it is still a good time to visit.
7. Should any discussion or note-taking need to occur during the learning between members of guests taking part in the Learning Walk, this conversation will be had outside of the classroom so as not to disturb or distract the pupils.
8. Teachers have the right to ask Learning Walk guests to leave the classroom at any point if they feel it is not conducive to the pupils learning behaviour.
9. Guests on a Learning Walk are asked not to interrupt or join in with the teaching unless it has been agreed prior to the visit.
10. Feedback will be given to teachers, and support staff where appropriate, by the member of the School Improvement Team that accompanied the visit. This will mostly be offered as anonymous feedback in a group situation through staff meeting time.
11. No judgement should be made against the quality of teaching and learning observed during the Learning Walk.

Any cupboards or drawers that contain individual files or personal equipment within a classroom should not be touched.

## **APPENDIX 4**

### **Governors Policy for Expenses**

It has been agreed that governors cannot claim any expenses for the undertaking of their duties.

## **APPENDIX 5**

### **List of Acronyms and abbreviations used in schools**

AO	Attendance Officer
ACE	Advisory Centre for Education
ACS	Average Class Size
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AfL	Assessment for Learning
AHT	Assistant Head Teacher
APS	Average Point Score
AQA	Assessment and Qualifications Alliance
ASD	Autistic Spectrum Disorder
ASSC	Autistic Spectrum and Social Communication Service
AST	Additional Skills Teacher
AT	Attainment Target
AWPU	Age-Weighted Pupil Unit
B&A	Behaviour and Attendance
BCC	Birmingham City Council
BESD	Behavioural, Emotional and Social Difficulties
BME	Black and Minority Ethnic (now EM)
BTEC	Business and Technology Education Council
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CASE	Campaign for State Education
CAT	Cognitive Ability Test
CBT	Cognitive Behavioural Therapy
CFR	Consistent Financial Reporting
CMHT	Community Mental Health Team
COG	Chair of Governors
COGS	Coordinators of Governors Services
CPD	Continuing Professional Development
CRB	Criminal Records Bureau (replaced by DBS)
CVA	Contextual Value Added
CYPL	Children Young People and Learning
CYPP	Children and Young People's Plan
DBS	Disclosure and Barring Service
DDA	Disability Discrimination Act
DfE	Department for Education
DHT	Deputy Head Teacher
DRC	Disability Rights Commission
DSG	Dedicated Schools Grant
DSO	Designated Safeguarding Officer
D & T	Design and Technology
EA	External Advisor
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
ECAC	Every Child a Counter
ECAR	Every Child a Reader
ECAW	Every Child a Writer
ECM	Every Child Matters
ECYPPC	Education of Children and Young People in Public Care
EFL	English as a Foreign Language

EHCP	Education, Health and Care Plan
EHWB	Emotional Health and Well-Being
EIO	Education Improvement Officer
ELSA	Emotional Literacy Support Assistant
EM	Ethnic Minority
EMA	Educational Maintenance Allowance
EMA	Ethnic Minority Achievement
EO	Education Officer
EP	Education Partner
EP	Educational Psychologist
EHRC	Equality and Human Rights Commission
ESCo	Extended Services Co-ordinator
ESOL	English for Speakers of Other Languages
EY	Early Years
EYFS	Early Years Foundation Stage
EYDCP	Early Years Development and Childcare Partnership
EYDP	Early Years Development Plan
FE	Further Education
FFT	Fischer Family Trust
FGB	Full Governing Body
FOI	Freedom of Information
FS	Foundation Stage
FSA	Family Support Adviser
FSM	Free School Meals
FTE	Full Time Equivalent
GB	Governing Body
GCSE	General Certificate of Secondary Education
GLD	Good Level of Development
GNVQ	General National Vocational Qualification
GRT	Gypsy Roma Traveller
GS	Governor Services
G & T	Gifted and Talented
GTC	General Teaching Council
GTP	Graduate teacher Programme
GTTL	Guide to the Law
H & S	Health and Safety
HE	Higher Education
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant
HMI	Her Majesty's Inspectorate
HoD	Head of Department
HoY	Head of Year
HSA	Home-School Agreement
HSI	Healthy Schools Initiative
HT	Head Teacher
HTPM	Head Teachers' Performance Management
IAP	Individual Action Plan
IB	International Baccalaureate
ICT	Information and Communication Technology
IEB	Interim Executive Board
IEP	Individual Education Plan (for children with a statement of SEN)
IiP	Investors in People
INSET	In-Service Education and Training
IPC	International Primary Curriculum
ISB	Individual Schools Budget
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
LADO	Local Authority Designated Officer (safeguarding)

LGO	Local Government Ombudsman
LSA	Learning Support Assistant
LSC	Learning and Skills Council
LSCB	Local Safeguarding Children Board
LSU	Learning Support Unit
M & E	Monitoring and Evaluation
MARAT	Multi Agency Referral and Assessment Team
MASS	Minority Achievement Support Service
MFL	Modern Foreign Languages
MIB	Management Intervention Board
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impaired
NAHT	National Association of Head teachers
NASEN	National Association of Special Educational Needs
NASUWT	National Association of School Masters/Union of Women Teachers
NC	National Curriculum
NCTL	National College for Teaching and Leadership
NEET	Not in Education Employment or Training
NGA	National Governors Association
NHSS	National Healthy Schools Standard
NLE	National Leader of Education
NLG	National Leader of Governance
NLS	National Literacy Strategy
NoR	Number on Roll
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
NTA	Non-Teaching Assistant
NUT	National Union of Teachers
NVQ	National Vocational Qualifications
NWPU	Needs-Weighted Pupil Unit
OfSTED	Office for Standards in Education, Children's Services and Skills
OT	Occupational Therapist
PA	Performance Appraisal
PAN	Planned Admission Numbers
PAR	Performance Appraisal Report
PAT	Professional Association of Teachers
PCT	Primary Care Trust
PDM	Performance Development Management
PEP	Personal Education Plan
PFI	Private Finance Initiative
PGCE	Postgraduate Certificate in Education
PHA	Primary Heads Association
PHSE	Physical Health and Social Education
PI	Performance Indicator
PIB	Pre Inspection Briefing
PLASC	Pupil Level Annual School Census
PMLD	Profound and Multiple Learning Difficulties
PNW	Pupil Needs Weighting
PP	Pupil Premium
PPA	Planning, Preparation and Assessment
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PSA	Parent Support Advisor
PSP	Personal Strategy Plan
PSP	Pastoral Support Plan (for students with behavioural or attendance issues)
PSHE	Personal, Social, Health and Economic
PSP	Pastoral Support Programme
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio

PYOP	Preventing Youth Offending Programme
QCA	Qualifications and Curriculum Authority
QT	Qualified Teacher
QTA	Qualified Teaching Assistant
QTS	Qualified Teacher Status
QTLS	Qualified Teacher Learning Skills
RAG	Red, Amber, Green
RAISE	Reporting & Analysis for Improvement through School Self Evaluation
RAP	Raising Attainment Plan
RE	Religious Education
ROA	Record of Achievement
RRS	Rights Respecting Schools
SACRE	Standing Advisory Council for Religious Education
SATs	Standard Assessment Tests
SALT	Speech and Language Therapy
SDP	School Development Plan
SE	Self-Evaluation
SEAL	Social and Emotional Aspects of Learning
SEF	Self-Evaluation Form (replaced by SE)
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND (or SEN&D)	Special Educational Needs and Disability
SFVS	Schools Financial Value Standard
SI	School Improvement
SIC	Statement of Internal Control
SIP	School Improvement Partner
SIP	School Improvement Plan
SIT	School Improvement Team
SLA	Service Level Agreement
SLCN	Speech, Language and Communication Needs
SLE	Specialist Leader of Education
STEM	Science, Technology, Engineering and Maths
SLD	Severe Learning Difficulties
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural
SMT	Senior Management Team
STPCD	School Teachers Pay and Conditions Document
SpLD	Specific Learning Difficulties, including dyslexia
SRE	Sex and Relationship Education
TA	Teaching Assistant
TDA	Training and Development Agency
TES	Traveller Education Service
TES	Times Education Supplement
TLG	Training Liaison Governor
TLR	Teaching and Learning Responsibility
UCAS	University and College Admissions Service
UFSM	Universal Free School Meals
UPN	Unique Pupil Numbers
UPS	Upper Pay Scale
VA	Voluntary Aided
VA	Value Added
VC	Voluntary Controlled
VI	Visually Impaired
VLE	Virtual Learning Environment
YOT	Youth Offending Team
YS	Youth Service

## **APPENDIX 6 - Policies and other documents required by law**

### **A. Statutory policies required by education legislation**

#### **Capability of staff**

Review frequency: Governing body free to determine.

Approval: Governing body free to delegate to a committee of the governing body or an individual governor.

Legislation: The School Staffing (England) Regulations 2009 and as subsequently amended: The School Staffing (England) (Amendment) Regulations 2012.

#### **Charging and remissions**

Review frequency: Governing body free to determine.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation - Education Act 1996, section 457.

Education (School Sessions and Charges and Remissions Policies) (Information) (England) Regulations 1999.

Education (Residential Trips) (Prescribed Tax Credits) (England) Regulations 2003, SI 2003/381.

The School Information (England) Regulations 2008 (as amended).

Also see: School charging advice

#### **School behaviour**

Review frequency: Head teacher free to determine.

Approval: Head teacher.

Legislation: Maintained schools - Education and Inspection Act 2006: Section 89.

#### **Sex education**

Review frequency: Governing body free to determine.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation: - The Education Act 1996: Section 404.

#### **Special educational needs**

Review frequency: The SEN Information Report should be updated annually and any changes to the information occurring during the year should be updated as soon as possible

Approval: Full governing body

Legislation: Maintained schools, academies and free schools – The Children and Families Act: Section 69 and The Special Educational Needs and Disability Regulations 2014

Also see The 0-25 Special Educational Needs and Disability Code of Practice.

#### **Teacher appraisal**

Review frequency: Governing body free to determine.

Approval: Governing body free to delegate to a committee of the governing body or an individual governor.

Legislation: The Education (School Teachers' Appraisal) (England) Regulations 2012 and as subsequently amended: The Education (School Teachers) (Qualifications and Appraisal) (Miscellaneous Amendments) (England) Regulations 2012 and The Education (School Teachers' Appraisal) (England) (Amendment) Regulations 2012.

PRUs – The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007.

#### **Teachers' pay**

Revised arrangements for the appointment of head teachers and calculating leadership group pay came into force with effect from September 2014.

Review frequency: Annually.

Approval: Governing body.

Legislation: The Education Act 2002 section 122 & the 2014 School Teachers Pay and Conditions Document

## **B. Statutory policies required by other legislation, which impact particularly on schools**

### **Data protection**

Schools are 'Data Controllers' under the Data Protection Act 1998 and must 'Notify' (register with), the Information Commissioner's Office here.

Review frequency: At least every two years (Registration is annual).

Approval: Governing body free to determine how to implement. Further information is on the Information Commissioner's Office website.

Legislation: The Data Protection Act 1998 (with consideration to the eight data protection principles appearing in Schedule 1).

### **Health and safety**

Review frequency: Governing body or proprietor or local authority free to determine. Approval: Employer free to determine how to implement.

Legislation: The Health and Safety at Work Act 1974: Sections 2(3), 3 and 4.

Risk Assessments: The Management of Health and Safety at Work Regulations 1999: SI 1999/3242. The 1999 regulations impose a duty on employers to produce a risk assessment.

## **C. Other statutory documents**

### **Admissions arrangements**

Review frequency: Arrangements to be determined annually. Any changes must be consulted on and where no changes are made, consultation is required at least every seven years.

Approval: Full governing body or a committee of the governing body where the school is an admissions authority.

Legislation: - Section 88C of the School Standards and Framework Act 1998 and the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012.

Also see: Statutory School Admissions Code and School Admission Appeals Code.

### **Accessibility plan**

Review frequency: Every three years.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

### **Behaviour principles written statement**

Review frequency: Governing body free to determine.

Approval: Full governing body or a committee of the governing body.

Legislation: Education and Inspections Act 2006: Section 88.

### **Central record of recruitment and vetting checks**

Review frequency: Live document covering staff currently employed.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation:- The School Staffing (England) Regulations 2009.

### **Complaints procedure statement**

Review frequency: Governing body or proprietor free to determine.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation:- The Education Act 2002: Section 29.

### **Freedom of Information**

The Freedom of Information Act 2000 gives a right of access to information held by public bodies, including schools (Schedule 1, Part IV), who must comply with the Act and produce a Publication Scheme (Section 19).

Review frequency: Governing body free to determine.

Approval: Governing body free to determine how to implement. Further information is on the Information Commissioner's Office website.

Legislation: The Freedom of Information Act 2000: Section 19.

### **Governors' allowances (schemes for paying)**

Review frequency: Governing body free to determine.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation: School Governance (Roles, Procedures and Allowances) Regulations 2013

### **Instrument of government**

Review frequency: Governing body free to determine.

Approval: Full governing body.

Legislation: The School Governance (Constitution) (England) Regulations 2007: SI 2007/957 and School Governance (Constitution) (England) Regulations 2012: SI 2012/1034.

### **Minutes of, and papers considered at, meetings of the governing body and its committees**

Review frequency: Not applicable.

Approval: Full governing body or a committee of the governing body as appropriate.

Legislation: Maintained schools (and applied to PRUs) - School Governance (Roles, Procedures and Allowances) Regulations 2013

### **Premises management documents**

There are many aspects of school premises that require safe management and maintenance such as asbestos, fire safety and statutory testing. For an overview of the legislation and compliance requirements, please see the Compliance Monitoring for Council Buildings report available from the Federation of Property Societies' website.

This sets out the responsibilities for employers and duty holders.

DfE provides additional non-statutory advice on asbestos management in schools (available from GOV.UK).

Review frequency: please see above link.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation: please see above link.

### **Equality information and objectives (public sector equality duty) statement for publication**

Review frequency: Every four years and publish information annually (see below).

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation: The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011.

Under specific duties, governing bodies, local authorities and proprietors are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

### **School information published on a website**

Review frequency: Live – must be updated as soon as possible after a change and at least annually.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

Legislation: The School Information (England) (Amendment) Regulations 2012: SI 2012/1124

### **Register of business interests of head teachers and governors**

Review frequency: Governing body free to determine subject to the local authority scheme.

Approval: Governing body free to determine subject to the local authority scheme.

Legislation: The requirement that local authorities keep a register of any business interests of the governors and the head teachers is set out in regulation 26 read with paragraph 15 of Schedule 5 to the School Finance (England) Regulations 2012. Local authorities are required to have schemes for financing schools, and the content of these schemes must deal with the keeping of a register.

### **Register of pupils' admission to school**

Review frequency: Live document.

Approval: The governing body free to delegate to a committee of the governing body, an individual governor or the head teacher or the proprietor must "cause to be kept" a register.

The register itself can be kept by appropriate school staff.

Legislation: The Education (Pupil Registration) (England) Regulations 2006: (SI 2006/1751) as subsequently amended: The Education (Pupil Registration) (England)

(Amendment) Regulations 2011 and The Education (Pupil Registration) (England)

(Amendment) Regulations 2013.

### **Register of pupils' attendance**

Review frequency: Live document.

Approval: The governing body of a school can delegate to the head teacher the keeping of the attendance register. The register can be kept and updated daily by appropriate school staff.

Legislation: The Education (Pupil Registration) (England) Regulations 2006: SI 2006/1751 and as subsequently amended: The Education (Pupil Registration) (England)

(Amendment) Regulations 2010 and The Education (Pupil Registration) (England)

(Amendment) Regulations 2013.

### **Staff discipline, conduct and grievance (procedures for addressing)**

Review frequency:- governing body free to determine. All other establishments may want to include this policy but should refer to general employment law.

Approval: - full governing body

Legislation: The School Staffing (England) Regulations 2009,

### **D. Documents referenced in statutory guidance**

There are instances where statutory guidance states that policies and procedures should be in place. In cases where governing bodies have an obligation to have regard to this guidance, these policies and procedures should be in place unless it can be demonstrated that there is a good reason not to have them. The expectation is that the following policies and procedures will be in place:

### **Safeguarding and Child protection policy and procedures**

Review frequency: Annually.

Approval: Governing body or proprietor

Statutory guidance: Keeping children safe in education

### **Early Years Foundation Stage (EYFS)**

Those delivering the EYFS are required to have policies and procedures on a range of issues covering safeguarding and welfare. These are set out in detail in the 'Statutory framework for the Early Years Foundation Stage'. Schools are not required to have separate policies to cover EYFS requirements where they are already met through an existing policy. An EYFS profile assessment is required for each child during the academic year they reach the age of five (for most children this is the reception year in primary school) and nursery settings catering for children under three must complete a summary check when a child is aged two.

Review frequency: Varies - please see guidance.

Approval: Governing body free to determine.

Statutory guidance: Statutory framework for the Early Years Foundation Stage. Please also see information on the DfE website about the EYFS curriculum.

**Statement of procedures for dealing with allegations of abuse against staff**

Review frequency: Governing body free to determine.

Approval: Governing body free to determine.

Statutory guidance: Keeping children safe in education

**Supporting pupils with medical conditions**

Review frequency: Governing bodies free to determine.

Approval: Governing bodies

Statutory guidance: Supporting pupils at school with medical conditions Legislation: Children and Families Act 2014 section 100

**APPENDIX 7**  
**Warren Farm Primary School –**

**NEW GOVERNOR INDUCTION CHECKLIST**

**Name:**

		<b>Date completed (or ✓)</b>
1	Welcome and introduction from Chair of Governors	
2	Meet Head teacher and tour of the school (if required)	
3	Signposted to Governor Induction Guide (via school website, governor page)	
4	Safeguarding requirements : <ul style="list-style-type: none"> <li>• Disclosure and Barring Service (DBS) requirement</li> <li>• Designated Safeguarding Officer</li> </ul>	
5	Introduction to: <ul style="list-style-type: none"> <li>• fellow governors</li> <li>• staff</li> </ul>	
6	Register of pecuniary interest explained – annual declaration and disclosure at every meeting.	
7	Declaration of pecuniary interest signed	
8	Code of conduct explained (copy in Governor Induction Guide, via website)	
9	Code of conduct signed	
10	Buddy/Mentor governor assigned/details exchanged	
11	Induction training: <ul style="list-style-type: none"> <li>• Access to training explained</li> <li>• Induction training booked</li> </ul>	
12	Signpost to key documents including: <ul style="list-style-type: none"> <li>• S.D.P. Plan &amp; Self Evaluation</li> <li>• Data</li> <li>• Minutes</li> <li>• Ofsted report</li> </ul>	
13	Skills audit completed	