



Barrowby Church of England Primary School

Schedule of Governance 2023-2024

Accurate when ratified and published October 2023

*There are different ways to serve the same Lord, and we can each do different things.
Yet the same God works in all of us and helps us in everything we do.*

1 Corinthians 12: 5-6



Year 6 Leaver's Service – Lincoln Cathedral

June 2023

Contents

Welcome to Barrowby CE Primary School	4
Governor Code of Conduct	6
Governor Role Description	8
Governor Training & Development.....	10
Child Protection and Safeguarding	12
Governing Body Structure	13
Wheel of Governance	14
Responsibilities	15
Governor Meeting Calendar	16
Full Governing Body Agendas.....	17
Full Governing Body Autumn 1 – Curriculum Focus	17
Full Governing Body Autumn 2 – Finance, Resources and Personnel Focus	19
Full Governing Body Spring 1 – Curriculum & Standards Focus	21
Full Governing Body Spring 2 – Finance Resources & Personnel Focus.....	23
Full Governing Body Summer 1 – Finance, Resource & Personnel Focus.....	25
Full Governing Body Summer 2 – Curriculum & Standards Focus.....	27
Terms of reference for the Complaints/ Pay/ Pay Appeals/ Staff Discipline/ Staff Discipline (Appeals)/ Pupil Discipline Panels	29
Terms of reference for the Admissions Panel.....	31
Useful Links.....	32
Review of the Governance Schedule	33
Appendices.....	34
Appendix 1 – Governor Categories	34
Appendix 2 – Key Dates in the school Governance Year	35
Appendix 3 – Chair of Governor’s Role Description.....	36
Appendix 4 – Vice Chair of Governor’s Role Descriptor	38
Appendix 5 – Governor Role Description	39
Appendix 6 – CPD Evaluation Form	41
Appendix 7 – School Policies	42

Appendix 8 – School Staff	45
Appendix 9 – Educational Jargon	46
Appendix 10 – Curriculum Monitoring Guidance	47
Appendix 11 – Monitoring Visit Reading.....	48
Appendix 12 – Monitoring Visit Writing	49
Appendix 13 – Monitoring Visits - Mathematics	50
Appendix 14 – Monitoring Visit Collective Worship.....	51
Appendix 15 – Monitoring Visit: Start of the Day	52
Appendix 16 – Monitoring Visit: Playtime	53
Appendix 17 – Monitoring Visit: Lunchtime	54
Appendix 18 – Monitoring Visit: Statutory Assessment.....	55
Appendix 19 – Monitoring Visit: Recording Safeguarding Concerns.....	56
Appendix 20 – Monitoring Visit: Single Central Record	57
.....	57
Appendix 21 – Safeguarding Monitoring Schedule.....	58
Appendix 22 – Safeguarding Monitoring Visit Proforma	59
Appendix 23 – Governor Safeguarding Checklist.....	60
<i>Safeguarding Compliance Checklist for Governors</i>	<i>61</i>

Welcome to Barrowby CE Primary School

Thank you for giving your time to be a school governor and for contributing to the life of our school.

This guidance has been created to bring together the information pertinent to the role of governor here at Barrowby CE Primary school. We hope you find it useful and interesting.

We are extremely proud of our school in which pupils, parents, staff and governors all work together to create a very happy, encouraging and challenging environment for our pupils. We strive for excellence in both teaching and learning, so that all our pupils irrespective of gender, race, creed, ability or disability are encouraged to be creative, respectful and independent so that 'all children have the opportunity to fulfil their potential.'

We are proud of our long and distinguished history providing 160 years of education in Barrowby. We greatly value our historical and ongoing connections with All Saints' Church Barrowby, and with our local community; often joining with them to honour our past or celebrate the present. In 2006, 2011 and 2016, our Diocesan Inspection judged that we were an 'outstanding church school' in all areas of the inspection.

We encourage and value our partnership with parents, governors and the local community, in providing the best possible education for our children, in an idyllic environment, with excellent facilities. We value highly the positive relationships within our school community which contribute greatly to our success.

Governing Bodies or Boards provide strategic leadership and accountability in schools. They have four key functions:

- Overseeing the financial performance of the school and making sure its money is well spent;
- Holding the headteacher to account for the educational performance of the school and its pupils;
- Ensuring clarity of vision, ethos and strategic direction; and
- Ensuring the voices of stakeholders are heard.

Our Governors set the aims and objectives for our school and set the policies and targets for achieving those aims and objectives. They monitor and evaluate the progress our school is making and act as a source of challenge and support to the headteacher. In practice, this means:

- Appointing and performance reviewing the head teacher and senior leaders, including making decisions about pay;
- Managing budgets and deciding how money is spent;
- Engaging with pupils, staff, parents and the school community;
- Sitting on panels and making decisions about things like pupil exclusions and staff disciplinary;
- Addressing a range of education issues within the school including disadvantaged pupils, pupils with special needs, staff workload and teacher recruitment; and
- Looking at data and evidence to ask questions and have challenging conversations about the school.

At Barrowby CE Primary School, Governors must be prepared to adopt the ‘Nolan Principles of Public Life’:

- Selflessness;
- Integrity;
- Objectivity;
- Accountability;
- Openness;
- Honesty; and
- leadership.

Governors should also be:

- committed to their role and to young people;
- confident in having courageous conversations;
- curious with an enquiring mind;
- able to challenge the status quo to improve things;
- collaborative to build strong relationships;
- critical to improve their own work and that of the board; and
- creative in problem solving and being innovative.

As a Governor you are warmly invited to visit school either individually or as part of the twice-yearly Governor’s Monitoring Visits as well as attend the various school or church-based events and functions. Please remember to confirm with the school office if you wish to attend any of these events.

Thank you for volunteering your time to become a Governor at Barrowby Church of England Primary School and welcome to the team.

Yours sincerely



Steven Clark
Chair of Governors



Len Batey
Headteacher

Governor Code of Conduct

1. Attend meetings regularly

- Give the chair/clerk as much notice as possible if you are unable to attend.
- Regular non-attendance at full governing body meetings can lead to eventual disqualification.

2. Prepare for meetings

- By attending induction training and other relevant training courses in order to increase your knowledge and ability to contribute to discussion/decision making.
- By reading all papers sent to you.
- By getting your thoughts together on the things you need to ask about and the things you want to say.

3. Be a ‘team player’.

- Treat all governors as equal.
- Abide by all the decisions of the Governing Body whether you agree or not.
- Do not disagree in public with the Governing Body after a decision has been taken.
- If you want the Governing Body to reconsider a decision you must ask for it to be put on the agenda.

4. Follow proper procedures in meetings.

- Do not interrupt others when they are speaking.
- All discussion must take place through the chair: signal to the chair when you want to speak, then wait your turn.
- Do not hog the discussion or hark back to matters about which a decision has been taken, this only wastes time and cause bad feeling.

5. Remember that, as an individual you have no authority.

- You can only speak or act on behalf of the Governing Body when it has formally delegated power to you. When you have something that you think needs saying or doing, talk to the Chair, or Headteacher, and then ask for it to be put on the agenda of the next meeting.

6. Remember, ‘representative’ governors are not delegates.

If you are a parent governor, teacher governor, staff governor, foundation governor or LA governor, you have a responsibility to ensure that the views of your ‘constituency’ are heard by the Governing Body. However, when it comes to the vote you should vote the way your conscience directs for the good of the school, after you have heard all the arguments.

7. Declare any personal interests you have.

- If the outcome of a decision that the Governing Body is about to take affects you personally, you should declare your interest. If your interest is pecuniary, either directly or indirectly, you should declare your interest and then withdraw from the meeting whilst the matter is discussed. Also, do not use your position as a governor to gain you an advantage or benefit in other situations.

8. Maintain confidentiality.

- The minutes of meetings are not for public view until they have been adopted and signed by the chair. Governors should also be discreet about the detail of discussion that takes place in governors’ meetings.

- Governors must ensure that all communications remain confidential. This includes 'hard copy' of documents, and all emails to do with school/governor business.
- Individual governors should never become involved in any complaint or similar matter which may come before the governing body, to avoid being compromised. If approached about a school matter, governors must adhere to the appropriate school policies and refer the other party to those procedures.

9. Be committed.

- Visit the school during the normal working day.
- Assist with special events
- Attend social events
- Seek out and read information about the performance of your school.
- Undertake relevant training.

10. Think about the contributions you make as a governor.

- Are you making the most of the skills you have to offer?
- Are you doing all you can to help get business done?
- Are you trained to do the job effectively?
- Are you supportive of your school?

Governor Role Description

1. Purpose of the role

- 1.1 Ensure clarity of vision, ethos and strategic direction for the school.
- 1.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
- 1.3 Oversee the financial performance of the school and make sure its money is well spent.
- 1.4 Attend at least **75%** of meetings, letting the clerk and/or chair of governors/committees know in good time if you are unable to make a meeting.
- 1.5 Prepare for all meetings by reading any papers provided in advance of the meeting, being ready to discuss and challenge those papers' content within the meeting.
- 1.6 Maintain a proactive involvement in the life of the governing body, including joining and contributing to committees and working parties, volunteering to deliver actions agreed as needed during meetings, contributing new ideas and raising issues etc. This ensures all voices and viewpoints can be taken into account.
- 1.7 Put the needs of current and future pupils first when considering issues and making decisions.
- 1.8 Ensure you are able, willing and committed to having courageous conversations with others (e.g. other governors, headteacher or other members of SLT) in the best interests of the school's current and future pupils.
- 1.9 Ensure you do not make decisions alone, and flag quickly to the chair if you believe another governor has made a decision alone.

2. Develop and maintain a good knowledge of the school

- 2.1 Attend at least 1 focussed monitoring visit to school each academic year to observe and monitor specific areas first-hand (for example how the school is implementing policies, how children of different ages and groups are involved and engaged in the day to day life of the school, how the strategic improvements being made are affecting children in the school and to what extent the school's ethos is visible in day to day school life).
- 2.2 Report back your findings from any monitoring visits to the governing body in a timely way.
- 2.3 Ensure you have regular opportunity to review academic attainment and progress data (e.g. *Analyse School Performance* and in-year school produced data) and that you are able to understand the data provided and query and challenge any issues presented by the data with the headteacher.
- 2.4 Ensure you look at external/national/regional performance data in order to compare the school's performance with other similar schools locally and nationally, in order to inform school development needs.
- 2.5 Build and maintain good working relationships with other members of the governing body, the clerk and the school's SLT at all times.
- 2.6 Develop and maintain your knowledge of current national and local education policy.
- 2.7 Undertake regular training as identified as being beneficial to your role and responsibilities *and* attend 1 Governor Network Meeting per annum to ensure you knowledge as a governor is continually developed and up to date. Thereby allowing you to play a full part

in governing body matters and, in particular, are able to work effectively in the three key areas of governance (outlined above).

- 2.8 Complete, annually, a skills audit and ensure this is updated with any new relevant skills developed.
- 2.9 Make sure you raise any concerns about governing body performance or the way the governing body (or any part of the governing body) acts in relation to legal requirements or required procedures with the chair, so that the governing body is able to develop its skills, understanding and practice in the ethos of continual development.
- 2.10 Ensure you act within the agreed code of conduct at all times, paying particular regard to maintaining confidentiality in relation to information and issues to which you are party.

Governor Training & Development

In order to be an effective governor, it is necessary to undertake training and CPD and this can be done in a number of ways:

- Lincolnshire County Council has subscribed to the NGA learning link training scheme: <https://www.nga.org.uk/ConsultancyandTraining/NGA-Learning-Link-e-learning.aspx>

If you do not have login details, please contact our School Business Manager for assistance.

All governors undertake the induction modules within their first year of governance and also any training courses pertinent to any link roles or other responsibilities.

- Lincolnshire County Council and The Diocese of Lincoln also run training courses which might be of interest. More details can be found via: <https://www.lincolnshiresa.co.uk/governance> .

If you wish to undertake any courses, please talk with the Chair of Governors to confirm the most suitable training for your needs. When you have completed a training course please fill in an evaluation form (see Appendix 3).

In addition, we recommend that you keep up to date with the following documents all of which can be found on our website:

- | | |
|---------------------------|---|
| • Arts Summary | Outline the Arts & impact/benefit for pupils |
| • Diocesan Inspection | Results of Diocesan Inspections |
| • Parental Surveys | Comprehensive selection of survey results |
| • National Outcomes | Statutory Assessment Tests-SATs Results |
| • Newsletters | Keep up to date with our busy School Life |
| • OFSTED Report | |
| • Pupil Premium Report | Description of allocated funding and its impact |
| • Self-Evaluation | Description of school's evaluation systems |
| • School Development Plan | Outline of School Development Priorities |
| • Sport Premium Report | Description of allocated funding and its impact |

You should be familiar with the following school policies:

- Behaviour Policy
- Child Protection & Safeguarding Policy
- E-Safety Policy
- Finance Policy
- Health & Safety Policy

In addition, Lincolnshire County Council Governor Support and the Diocese run Governor Partnership Briefings 3 times a year at various locations around the county. They are an excellent way of finding out the latest developments within education and networking with fellow governors.

Lincolnshire County Council Governor Support

- **Autumn Term**
Wednesday 22nd November 2023
14:00 - 15:00
19:00 - 20:00
- **Spring Term**
Wednesday 20th March 2024
14:00 - 15:00
19:00 - 20:00
- **Summer Term**
Wednesday 10th July 2024
14:00 - 15:00
19:00 - 20:00

Governor Partnership – all sessions start at either 2.00pm or 7.00pm

All governors should aim to attend at least one meeting a year. The booking information for these sessions, and all Governor and Clerk training sessions, will be included in the Governance Support, Training and Development booklet, which will be distributed to all governors and Clerks at the beginning of the Autumn Term. If you have any questions about this event please email: GovernorSupport@lincolnshire.gov.uk.

Diocese of Lincoln Governor Support

We are offering 3 dates for our forthcoming Governor Network Meetings:

- 4th October 2023
- 31st January 2024
- 19th June 2024

All governors should aim to attend at least one meeting a year. All bookings can be made via [THIS LINK](#).

Child Protection and Safeguarding

At Barrowby CE Primary School we are committed to Safeguarding and promoting the welfare of all our pupils.

We expect all members of our school community to share in this commitment. We see this as:

"...everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."

Keeping Children Safe in Education-September 2023

Safeguarding is about keeping children and young people safe. All those who come into contact with children and families in their everyday work, including Governors have a duty to safeguard and promote the welfare of children.

At Barrowby Church of England Primary School:

The Designated Safeguarding Leads are Mr Len Batey and Miss Louise Sugden.

The Deputy Designated Safeguarding Leads are Mrs Selby, Mrs Ward and Miss Lees.

The Safeguarding Governor is Mrs Sarah Cooley.

If you have any issues about child protection or have concerns regarding the safety or well-being of any child in our school, do not hesitate to contact a member of our Safeguarding Team immediately.

The safety and well-being of the children in our care is of paramount importance.

The purpose of all that we do at Barrowby Church of England Primary School is to strive for excellence, to ensure that we create a happy and secure environment; one in which every child, irrespective of gender or ability achieves their potential; a place where each individual is nurtured so they can experience success and joy in learning.

If you would like to know more about our policy or procedures for Safeguarding and Child Protection, please [CLICK HERE](#). Alternatively, please contact Mr Len Batey our Head teacher and Designated Safeguarding Lead.

All governors will be expected to have a DBS check and will be required to undertake annual safeguarding training to keep up to date with current guidance and legislation.

Governing Body Structure

Our governing body is made up of 12 members as follows:

All governors have equal standing.

(more information about the different categories can be found in Appendix 1)

1	Ex Officio Governor (Ex)
3	Foundation Governors (F)
4	Co-opted Governors (C)
2	Parent Governors (P)
1	Staff Governor (S)
1	Local Authority Governor (LA)
	The Head Teacher (HT)

Chair of Governors

Mr Steven Clark

Vice Chairs

Mr Theo Banos

Ex Officio Governors

Mr Len Batey (Headteacher)

Foundation Governors

(Appointed by Lincoln Diocese, and representing Barrowby Church PCC)

Mrs Sarah Cooley 26.09.2021-25.09.2025

Sarah Tierney (Priest in charge) 14.9.22 -13.9.26

(1 Vacancy)

Local Authority Governors

(Nominated by the Local Authority)

Mr Theo Banos 21.9.21 – 20.9.25

Parent Governors

Mrs Sarah Eite 08.03.22 – 07.03.26 (Elected by parents)

(1 vacancy)

Staff Governors

Mr Sam Caton 02.03.21 – 01.03.25 (Elected by school staff)

Co-opted Governors

(Appointed by the Governing Body)

Mrs Ellie Atter 21.02.2021-20.02.2025

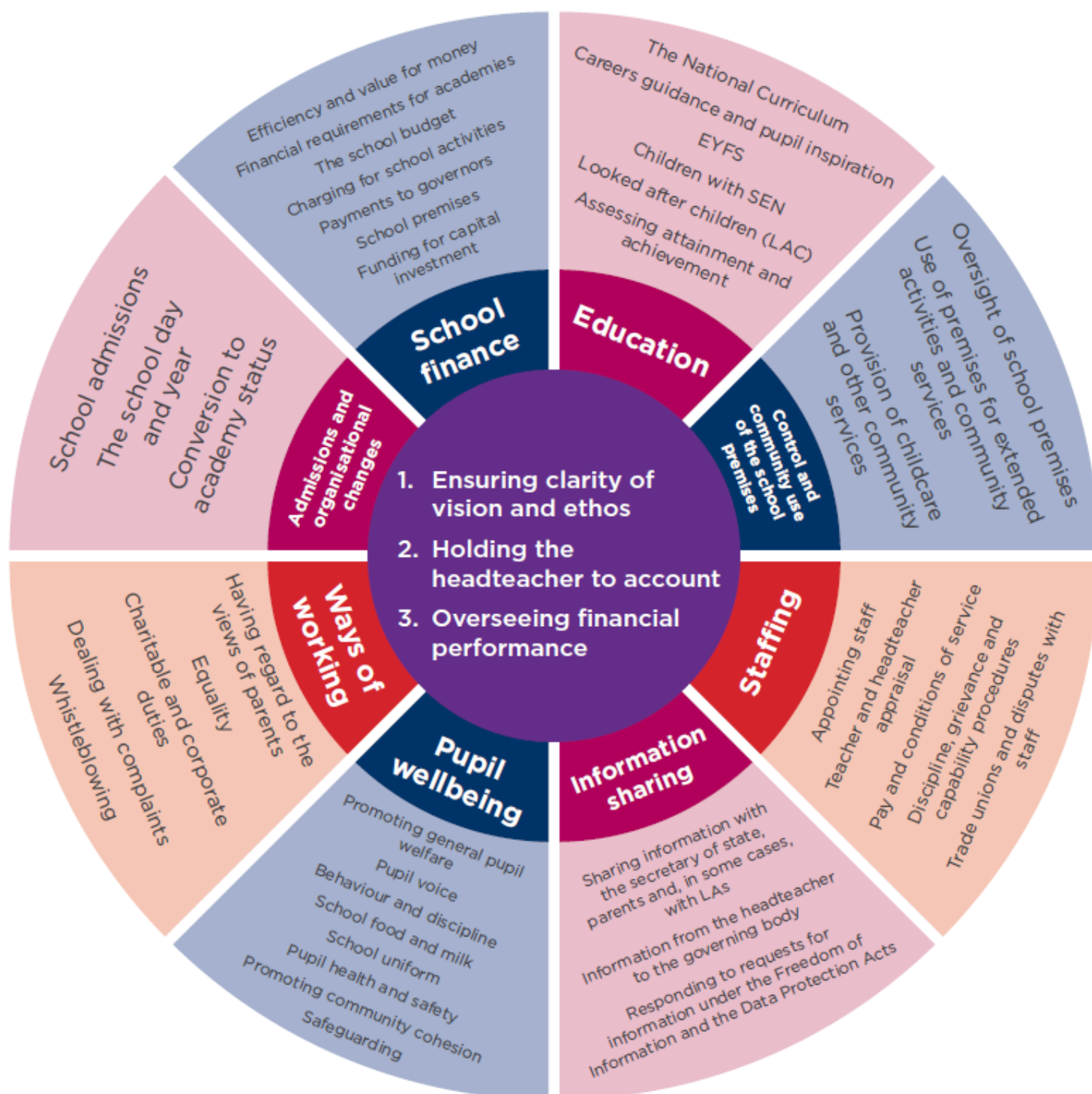
Mr Steven Clark 12.3.2022 – 11.3.2026

Clerk to the Governors:

Mrs Denise Reed: Denise.reed.synergyt21@btinternet.com.

We currently have vacancies for two Co-opted Governors.

Wheel of Governance



Responsibilities

Responsibility	Governor
Admissions	Sarah Cooley Ellie Atter Sarah Eite
Arts Governor	Steven Clark
Budget Setting	Theo Banos Sarah Cooley Len Batey Sarah Eite
Complaints	Any 3 Governors
E-Safety & Online Governor	Sam Caton
EYFS	Sarah Eite
Food In School	Theo Banos
GRACE School Liaison	Chair of Governors
Health and Safety	Theo Banos
HTPM	3 trained HTPM governors: <ul style="list-style-type: none"> • Sarah Cooley • Theo Banos • Steven Clark
HTPM Appeals	1 trained HTPM from Grace Schools
Mental Health and Wellbeing Governor	Sarah Cooley
Pay Progression Panel	Steven Clark Sarah Tierney Ellie Atter Len Batey
Pay Progression Appeal Panel	Any 3 Governors as available
Pupil Discipline Panel	Any 3 Governors as available
Pupil Premium	Theo Banos
RE & Collective Worship Governor	Sarah Tierney
Staff Discipline Panel	Theo Banos Sarah Cooley Len Batey Sarah Eite
Safeguarding and Safer Recruitment	Sarah Cooley
SEND	Sarah Tierney
Staff Discipline Appeals Panel	Any 3 Governors as available
Sport Premium	Ellie Atter
Training	Sarah Cooley
Website Audit	Sam Caton

Governor Meeting Calendar

Please see below for a comprehensive overview of Governor Meetings for 2023-2024:

Meeting Type	Meeting Date	Date Agenda set by	Documents uploaded by
Autumn 1			
1 st FGB	17 th Oct 2023	3 rd Oct 2023	10 th Oct 2023
Pay Panel Review	10 th Oct 2023	3 rd Oct 2023	3 rd Oct 2023
HTPM	2 nd Nov 2023	19 th Oct 2023	19 th Oct 2023
Autumn 2			
Governor Monitoring Visit	23 rd Nov 2023		
Wellbeing Committee	28 th Nov 2023		
2 nd FGB	5 th Dec 2023	21 st Nov 2023	28 th Nov 2023
Spring 1			
3 rd FGB	30 th Jan 2024	16 th Jan 2024	23 rd Jan 2024
Spring 2			
Governor Monitoring Visit	12 th March 2024		
HTPM Mid-Year Review	14 th March 2024	7 ^h March 2024	7 ^h March 2024
Wellbeing Committee	19 th March 2024		
4 th FGB	26 th March 2024	12 th March 2024	19 th March 2024
Summer 1			
Budget Setting Meeting	30 th April 2024	16 th April 2024	23 rd April 2024
5 th FGB	14 th May 2024	30 th April 2024	7 th May 2024
Summer 2			
Wellbeing Committee	2 nd July 2024		
6 th FGB	9 th July 2024	25 th June 2024	2 nd July 2024

Full Governing Body Agendas

Full Governing Body Autumn 1 – Curriculum Focus

All relevant documentation is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda
5. Confirmation of the minutes of the previous meeting - circulated
6. Matters arising and action points
7. Register of Business and Pecuniary Interests – annual update
8. Schedule of Governance: Governor Code of Conduct
9. Existing Governors with terms due to end in the coming year
10. Governor vacancies.

Policies

11. Policies to be reviewed this year including:
 - Safeguarding
 - Health & Safety

School Development & Self Evaluation

All documents available on the school website:

12. Arts Summary
13. Headteacher's Report
14. Monitoring and evaluation schedule
15. Pupil Premium Report
16. School Development Plan
17. Safeguarding and Child Protection Annual Report
18. Self-Evaluation Documentation
19. SEND Report
20. SIAMS
21. Sport Premium Report

Monitoring & Evaluation

- Admissions Committee Update
22. Analyse School Performance: Individual & Group Attainment
23. GRACE Schools Collaboration
24. Peer to Peer Review
25. Wellbeing Committee Report
26. EYFS (Report from EYFS link Gov)

Agree Governor attendance at:

- 27. Y1 Phonics Screener
- 28. Y2 SATS
- 29. Y4 Multiplication Checker
- 30. Y6 SATs
- 31. Agree date and focus for next monitoring Activity

Financial Update

- 32. Budget Update
- 33. School Fund Audit

Continuous Professional Development

Please report any training completed

- 34. Governor training and planning for governor development
- 35. Governor Partnership Meeting
 - Reminder of date and attendees
 - Questions re last meeting
- 36. Governor Skills Audit

Health & Safety

- 37. Health and Safety
- 38. Safeguarding

Business

- 39. Dates of upcoming meetings refer to Schedule of Governance
- 40. Confidentiality of Business

Full Governing Body Autumn 2 – Finance, Resources and Personnel Focus

All relevant documentation is available on the Governors' area of the school website.
Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business

1. Opening Reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda
5. Confirmation and approval of the Minutes of the previous meeting
6. Matters Arising from the minutes and Action Points
7. Existing Governors with terms due to end in the coming year
8. Governor vacancies

Policies

9. Policies to be reviewed

School Development & Self Evaluation

All documents available on the school website:

10. Headteacher's Report
11. Pupil Premium Report
12. School Development Plan
13. Sport Premium Report

Monitoring & Evaluation

14. Admissions Committee
15. EYFS
16. GRACE Schools Collaboration Update
17. Peer to Peer Review
18. Wellbeing Committee Report
19. Governor visit report and date and focus of next governor visit
20. GRACE Schools Collaboration

Financial matters

21. Budget Report
22. SFVS-Start process and agree date for sign off
23. CFR Benchmarking Report for Governors
24. Appraisal and Performance Related Pay + financial implications from C&S recommendations.
25. Staff Pay Award Recommendations
26. Policy Review
 - Charging Policy
 - Finance Policy incl. Virement Policy
 - School's Pay Policy
 - Wrap Around Care

Health and Safety

- 27. Health and Safety
- 28. School Food
- 29. Review Risk Management plan
- 30. Review Asset Management plan
- 31. Safeguarding
- 32. Premises

Continuous Professional Development

Please report any training completed

- 33. Governor Training and planning for governor development
- 34. Governor Partnership Meeting
 - Reminder of date and attendees
 - Questions re last meeting
- 35. Skills Audit

Business

- 36. Dates of upcoming meetings refer to Schedule of Governance
- 37. Confidentiality of Business

Full Governing Body Spring 1 – Curriculum & Standards Focus

All relevant documentation is available on the Governors' area of the school website.
Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business

1. Opening Reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda
5. Confirmation of the Minutes of the previous meeting
6. Matters Arising from the Minutes and Action Points
7. Existing Governors with terms due to end in the coming year
8. Governor vacancies

Policies

9. Policies to be reviewed

School Development & Self Evaluation

All documents available on the school website:

10. Headteacher's Report
11. Monitoring and evaluation schedule
12. Pupil Premium Report
13. School Development Plan
14. Safeguarding and Child Protection Annual Report
15. Self-Evaluation Documentation
16. SIAMS
17. Sport Premium Report

Monitoring & Evaluation

18. Analyse School Performance:
 - Individual & Group Attainment / Autumn 2 Data Shot**
19. EYFS (Report from EYFS link Gov)
20. GRACE Schools Collaboration
21. Governor Monitoring Report from Autumn Term
22. Peer to Peer Review Update
23. School Census
24. Wellbeing Committee Report

Confirm Governor attendance at:

25. Next monitoring Activity: Spring Term

Financial Update

26. Budget Report

Continuous Professional Development

Please report any training completed

27. Governor Training and planning for governor development

Business

28. Dates of upcoming meetings refer to Schedule of Governance

29. Confidentiality of Business

Full Governing Body Spring 2 – Finance Resources & Personnel Focus

All relevant documentation is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business

1. Opening Reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda
5. Confirmation of the Minutes of the previous meeting
6. Matters Arising from the Minutes and Action Points
7. Existing Governors with terms due to end in the coming year
8. Governor vacancies

Policies

9. Policies to be reviewed

School Development & Self Evaluation

All documents available on the school website:

10. Headteacher's Report
11. Pupil Premium Report
12. School Development Plan
13. Sport Premium Report

Monitoring & Evaluation

14. Admissions Committee
15. EYFS
16. Governor Visit Report
17. GRACE Schools Collaboration
18. Peer to Peer Review
19. School Census
20. Wellbeing Committee Report

Financial matters

21. Budget Report
22. Medium Term Finance Plan (1-5 year projections)
23. SFVS
24. CFR
25. Statement of Internal Control
26. Appraisal and PRP midyear review

Health and Safety

27. Health and Safety
28. School Food
29. Review Risk Management plan
30. Review Asset Management plan
31. Safeguarding

32. Premises

Continuous Professional Development

Please report any training completed

33. Governor Training and planning for governor development

34. Governor Partnership Meeting

- Reminder of date and attendees
- Questions re last meeting

35. Skills Audit

Staffing

36. Review Headteacher Performance

37. Review Staff Performance

Business

38. Dates of upcoming meetings refer to Schedule of Governance

39. Confidentiality of Business

Full Governing Body Summer 1 – Finance, Resource & Personnel Focus

All relevant documentation is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business

1. Opening Reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - c) Comments and correspondence
 - d) Items notified in advance for inclusion on agenda
5. Confirmation of the Minutes of the previous meeting
6. Matters Arising from the Minutes and Action Points
7. Existing Governors with terms due to end in the coming year
8. Governor vacancies

Policies

9. Policies to be reviewed

School Development & Self Evaluation

All documents available on the school website:

10. Headteacher's Report
11. Pupil Premium Report
12. School Development Plan
13. Sport Premium Report

Monitoring & Evaluation

14. Admissions Committee
15. Governor Visit Report
16. GRACE Schools Collaboration
17. Monitoring & Evaluation Schedule
18. Peer to Peer Review
19. School Census
20. Wellbeing Committee Report

Financial matters

21. Review last year's Budget performance with 'Financial benchmarking and other financial reviews' from DfE School Efficiency Tool.
22. Budget Report
23. Medium Term Finance Plan (1-5 year projections)
24. Review and approve final budget for next year
25. SFVS
26. CFR
27. Best Value Statement
28. Statement of Internal Control
29. Appraisal and PRP midyear review
30. Review Wraparound and holiday Childcare

Health and Safety

- 31. Health and Safety
- 32. School Food
- 33. Review Risk Management plan
- 34. Review Asset Management plan
- 35. Safeguarding
- 36. Premises

Continuous Professional Development

Please report any training completed

- 37. Governor Training and planning for governor development
- 38. Governor Partnership Meeting
 - Reminder of date and attendees
 - Questions re last meeting
- 39. Skills Audit

Business

- 40. Dates of upcoming meetings refer to Schedule of Governance
- 41. Confidentiality of Business

Full Governing Body Summer 2 – Curriculum & Standards Focus

All relevant documentation is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business

1. Opening Reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - c) Comments and correspondence
 - d) Items notified in advance for inclusion on agenda
5. Confirmation of the Minutes of the previous meeting
6. Matters Arising from the Minutes and Action Points
7. Existing Governors with terms due to end in the coming year
8. Governor vacancies

Policies

9. Policies to be reviewed

School Development & Self Evaluation

All documents available on the school website:

10. Headteacher's Report
11. Pupil Premium Report
12. School Development Plan
13. Self-Evaluation Documentation
14. SIAMS
15. Sport Premium Report

Monitoring & Evaluation

16. Analyse School Performance:
 - Individual & Group Attainment / Spring 2 Data Shot**
 - EYFS
 - Phonics Screener
 - KS1 SATS
 - Y4 Multiplication Checker
 - KS2 SATS
17. EYFS (Report from EYFS link Gov)
18. GRACE Schools Collaboration
19. Governor Monitoring Report from Autumn Term
20. Peer to Peer Review Update
21. School Census
22. Safeguarding Audit: Governor Sign off
23. Wellbeing Committee Report

Financial Update

24. Budget Report

Continuous Professional Development

Please report any training completed

25. Governor Training and planning for governor development

Health and Safety

26. Health and Safety
27. School Food
28. Review Risk Management plan
29. Review Asset Management plan
30. Safeguarding
31. Premises

32. Review FGB Structure for coming Year

Review the membership, terms of reference and delegated powers of governing body committees

- Election of Chair & Vice Chair of Governors
- Committee Membership:
Including
 1. Admissions
 2. Budget Setting
 3. Complaints
 4. HTPM
 5. HTPM Appeals
 6. Pay Panel Review
 7. Pay Appeal Panel
 8. Staff Discipline
- Election of governors with specific responsibilities:
 1. Arts Summary
 2. E-Safety & Online Governor
 3. EYFS
 4. Food in school
 5. Grace School Liaison
 6. Health & Safety
 7. Mental Health & Wellbeing
 8. SEND
 9. Pupil premium
 10. RE and collective worship
 11. Safeguarding and Safer Recruitment
 12. Sports premium
 13. Training
 14. Website Audit

33. Business

1. Dates of upcoming meetings refer to Schedule of Governance
2. Confidentiality of Business

Terms of reference for the Complaints/ Pay/ Pay Appeals/ Staff Discipline/ Staff Discipline (Appeals)/ Pupil Discipline Panels

To act on matters referred to the panel by the Full Governing Body.

- To liaise and consult with other committees where necessary.
- To consider safeguarding and equalities implications when undertaking all committee functions.
- To report the Committee's resolutions to the next full meeting of the Governing Body.
- To keep the terms of reference under review and recommend any changes to the Governing Body prior to the annual review of committees.

Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.

1. Membership and Quora

1.1 Due to nature of the business of these panels, the membership of them will comprise as follows:

- | | |
|----------------------------|--|
| • Complaints Panel | Any 3 governors. |
| • Pay Panel | Any 3 governors |
| • Pay Appeals Panel | Members of the CS Committee but not the Chair of Governors |
| • Staff Discipline | Members of the FRP Committee |
| • Staff Discipline Appeals | Any 3 governors |
| • Pupil Discipline | Any 3 governors |

1.2 The Quora shall be as follows

- | | |
|----------------------------|-----------|
| • Complaints | 3 members |
| • Pay Panel | 3 members |
| • Pay Appeals Panel | 3 members |
| • Staff Discipline | 3 members |
| • Staff Discipline Appeals | 3 members |
| • Pupil Discipline | 3 members |

1.3 Where there are insufficient governors within Barrowby CE Primary School Governing Body who have no prior knowledge of the issue (i.e. not tainted); the Governing Body retains the right to ask the governing bodies of schools within the Grace Collaboration for governors to sit on the panel(s).

1.4 The panel(s) will be convened as and when required during the academic year.

2. Minutes and Voting

2.1 Minutes will be taken by the Clerk to Governors

Details of panel decisions will be kept as an accurate record and provided to the Chair of Governors' in time for FGB meetings.

- 2.2 In the absence of the clerk the committee shall choose a clerk for that meeting from among their number (excluding the headteacher or other staff member, the governor chairing the committee or the Chair of Governors.)
- 2.3 Any decisions taken must be determined by a majority of votes of panel members present and voting – but no vote can be taken unless the panel is quorate and a majority of those present are governors.

Terms of reference for the Admissions Panel

1 General Terms -

- To act on matters delegated by the full governing body.
- To liaise and consult with other committees where necessary.
- To contribute to the School Development Plan.
- To consider safeguarding and equalities implications when undertaking all committee functions.
- To report the Panel's resolutions to the next full meeting of the Governing Body.
- To determine any other matters referred to the Panel by the Governing Body.
- To keep the terms of reference under review and recommend any changes to the Governing Body prior to the annual review of committees.

1.1 (NGA Recommendation:
Meetings will not be open to the public but minutes shall be made available – attendees can be invited to attend a committee meeting where appropriate.)

1.2 Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.

2. Membership and Quorum

2.1 The membership of the Committee will comprise; Chair of Governors and 3 serving Governors

1.2 The Quorum shall be 3

2.3 The panel will be convened as and when required during the academic year.

3. Minutes and Voting

3.1 Details of admissions decisions will be kept as an accurate record by the Senior Administrator and provided to the Chair of Governors' in time for FGB meetings.

1.2 Any decisions taken must be determined by a majority of votes of panel members present and voting – but no vote can be taken unless the panel is quorate and a majority of those present are governors.

1.3 The Deputy Head, School Business Administrator or other staff member will be called in where required on specific matters.

2. Duties

4.1 To consider Mid Term admissions in accordance with school's Admissions Policy.

2.2 To monitor the admission of children from the reserve list.

2.3 To carry out its duties in accordance with the LA Admissions and Admissions Appeals arrangements.

2.4 To monitor the admission and appeals process and bring appropriate matters to the attention of the Governing Body.

4.5 To report any decisions taken on behalf of the Governing Body to the next full Governing Body meeting.

Useful Links

Ofsted Framework : <https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>

The Governance Handbook Explanation and guidance for Governor:
<https://www.nga.org.uk/Knowledge-Centre/Compliance/Government-legislation-and-guidance/Governors-Guide-to-the-Law.aspx>

<https://www.lincolnshiresa.co.uk/governance>

to contact them either email via governorsupport@lincolnshire.gov.uk or ring them on 01522 553240.

<https://governingmatters.wordpress.com/> a blog on current pertinent topics by a school governor.

<https://hello.theschoolbus.net/blog/preventing-overwhelm-a-guide-for-governors/> - very useful for any governor feeling overwhelmed by the breadth of information

<https://hello.theschoolbus.net/resources/keeping-children-safe-in-education-quiz/quiz/> - light quiz aimed to test knowledge of keeping children safe in education.

<https://hello.theschoolbus.net/resources/strategic-governance-quiz/quiz/> - quiz examining governing body strategy.

<https://hello.theschoolbus.net/resources/big-fat-quiz-of-the-academic-year-2016-17/quiz/> - quiz reviewing all things related to governing.

<https://www.bettergovernor.co.uk> individual have to register (but it is free) Useful for links to webinars

<https://www.youtube.com/watch?v=LgwsB4vkP7Y> a recording of an Ofsted webinar from June this year on the new short inspections and what it means for governors

<http://www.open.edu/openlearn/free-courses/full-catalogue> scroll down to the courses entitled School Governors the courses are free but you do need to register.

*I am giving you a new command.
You must love each other, just as I have loved you.*
John 13:34-35

Review of the Governance Schedule

- 1.1 The Schedule of Governance outlines the purpose, organisation, and management of Governance at our school.
- 1.2 The Schedule of Governance reflects the consensus of opinion of the Full Governing Body.
- 1.3 It has been drawn up as a result of Governor discussion and has the full agreement of the full Governing Body.
- 1.4 The schedule of Governance is available to all stakeholders and can be seen on request.
- 1.5 The Schedule of Governance is reviewed by the Head teacher and Governors in accordance with Barrowby School's Policy and Review Cycle, every year.

Last reviewed and updated July 2023

Next scheduled review July 2024

Appendices

Appendix 1 – Governor Categories

Foundation Governors **3 members**

Two are appointed by the Diocese of Lincoln and one is the Incumbent who is an ex officio governor by right of their office. The primary duty of the Foundation Governors is to uphold the school character including the Christian character and ethos of the school and to present the views of the Diocesan Board of Education to the Governing Body.

Co-opted Governors **4 members**

These are elected by the governing body due the skill set they are able to bring to the role of governor.

Parent Governors **2 members**

These governors are elected by the parents of the school and sit on the governing body as a representative parent *and not as the parents' representative*.

Staff Governors **1 member**

This governor is elected by the staff of the school and sits on the Governing Body as a representative staff member and *not as the staff's representative*.

Local Authority (LA) Governor **1 member**

LA Governor are nominated by the LA but appointed by the governing body to be a link between the LA and its schools.

Head Teacher

Is an ex officio position by right of office.

Appendix 2 – Key Dates in the school Governance Year

These can be found in the resources section of the Governor Support website

<https://www.lincolnshiretsa.co.uk/page/?title=Library+of+Key+Resources&pid=274>

Appendix 3 – Chair of Governor’s Role Description

Chair of Governors' Role Description

Name:

1. **School:** Barrowby Church of England Primary
2. **Title of Role:** Chair of Governors
3. **The role of the chair is to:**
 - 3.1 Ensure clarity of vision, ethos and strategic direction for the school
 - 3.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
 - 3.3 Oversee the financial performance of the school and make sure its money is well spent.
 - 3.4 Chair meetings of the full governing body (FGB).
 - 3.5 Give the governing body a clear lead and direction.
 - 3.6 Work closely with the Clerk to help manage their contribution to the governors.
 - 3.7 Carry out any duties delegated by the governing body.
 - 3.8 Take any urgent action on behalf of the governing body.
4. **With the governing body the chair should ensure that:**
 - 4.1 Meetings run efficiently with the governing body’s time used effectively.
 - 4.2 Collective responsibility is accepted by all governors for decisions taken.
 - 4.3 Business and affairs are conducted in accordance with statutory requirements and regulations.
 - 4.4 A clear vision, ethos and strategic direction are set for the school.
 - 4.5 The focus is on strategic leadership and on driving school improvement, without becoming involved in managerial matters.
 - 4.6 Scrutiny, monitoring and challenge reflect the school improvement priorities.
 - 4.7 The headteacher is held to account for the educational performance of the school and its students, and for the performance management of staff.
 - 4.8 Financial performance of the school is appropriately monitored and that resources are providing value for money.
 - 4.9 Governors understand their role, responsibilities and accountability.
 - 4.10 Governors work as an effective team, and in small groups, or with delegation of responsibilities to share the overall workload.
 - 4.11 The individual skills, knowledge and experience of governors are used.
 - 4.12 Governors with the necessary skills are attracted to allow for the effective governance and success of the school.
5. **The chair should also work with the headteacher to:**

- 5.1 Foster an effective relationship based on trust and mutual respect for each other's roles.
- 5.2 Promote and maintain high standards of educational achievement.
- 5.3 Offer support, candour and respect.
- 5.4 Ensure rigorous, robust and fair performance management for the headteacher.

6. Date:

Signed_____ Chair of Governors

Signed_____ Headteacher

Appendix 4 – Vice Chair of Governor’s Role Descriptor

Vice Chair of Governors' Role Description

Name:

1. **School:** Barrowby Church of England Primary
2. **Title of Role:** Vice Chair of Governors
3. **Purpose of the role**
 - 3.1 Ensure clarity of vision, ethos and strategic direction for the school
 - 3.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
 - 3.3 Oversee the financial performance of the school and make sure its money is well spent.
 - 3.4 To provide support to the chair in fulfilling their role and take the place of the chair in any aspect of governance in their absence, should they be unable to fulfil their role for any reason.
4. **Responsibilities for this role**
 - 4.1 Develop a good understanding of the full remit of the chair’s role and be ready to step in to act in the chair’s absence if needed and to aid succession planning.
 - 4.2 Ensure you are kept fully informed by the chair of all current developments and issues.
 - 4.3 Act as a support to the chair by listening to and discussing issues arising.
 - 4.4 Support the chair in implementing the chair of governor’s leadership role, by acting on any areas or issues delegated to you by them and keeping the chair informed of progress on these.
 - 4.5 Develop strong, trusting working relationships with the chair, Headteacher and other senior leaders in the school.
 - 4.6 Attend steering committee meetings and play a full part in setting the agenda for the governing body.
 - 4.7 Regularly review and keep up to date with requirements on the governing body in relation to publishing of data/information and ensure the school website is up to date with all current requirements, holding named governors to account where they have individual responsibility for ensuring specific aspects are up to date on the school website.
 - 4.8 Working with the Chair of Governors to develop the governance priorities for inclusion in the SDP.
 - 4.9 Hold meetings, where necessary, with the Headteacher and other members of school staff e.g. SLT Senior Administrator to discuss issues arising from committee meetings.

5. **Date:**

Signed _____ Vice Chair of Governors

Signed _____ Headteacher

Appendix 5 – Governor Role Description

Governors Role Description

Name:

1. **School:** Barrowby Church of England Primary
2. **Title of Role:** Foundation / Co-opted / parent / Staff / LA / Ex Officio
3. **Purpose of the role**
 - 3.1 Ensure clarity of vision, ethos and strategic direction for the school.
 - 3.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
 - 3.3 Oversee the financial performance of the school and make sure its money is well spent.
 - 3.4 To ensure the voices of stakeholders are heard.
4. **Governing body strategic responsibilities**

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

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

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

 - 5.1 measuring the school's impact and progress towards its strategic objectives
 - 5.2 ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
 - 5.3 evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
 - 5.4 asking challenging questions of school leaders in order to hold them to account

- 5.5 holding the headteacher to account for standards, financial probity and compliance with agreed policies
- 5.6 visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- 5.7 ensuring that there are policies and procedures in place to deal with complaints effectively

6. Panels and committees

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

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

7. Contribution to the governing body

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

- 7.1 attending meetings (a minimum of 3 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance
- 7.2 establishing and maintaining professional relationships with senior leaders and colleagues on the board
- 7.3 getting to know the school, including visiting the school occasionally during school hours
- 7.4 undertaking induction training and developing knowledge and skills on an ongoing basis

8. Date:

Signed_____ Governor

Signed_____ Headteacher.

Appendix 6 – CPD Evaluation Form



Barrowby Church of England Primary School

Short Course / Twilight / INSET Workshop Evaluation

Name:

Session/Course Title:

Date:

Important Messages/Practice to take away:

Possible Impact (evidence):

Appendix 7 – School Policies

<u>POLICY</u>	Type
Art and Design Policy	Curriculum
Arts Policy	Curriculum
Assessment Policy	Curriculum
Computing Policy	Curriculum
Cultural Policy	Curriculum
Display Policy	Curriculum
Drugs in Education Policy	Curriculum
DT Policy	Curriculum
EAL Policy	Curriculum
Educational Visits Policy	Curriculum
English Policy	Curriculum
E-safety Policy	Curriculum
Feedback Policy	Curriculum
Geography Policy	Curriculum
Handwriting Policy	Curriculum
History Policy	Curriculum
Homework Policy	Curriculum
Learning Policy	Curriculum
Local Area Learning Policy	Curriculum
Maths Policy	Curriculum
MFL Policy	Curriculum
Monitoring & Evaluation Policy	Curriculum
Music Policy	Curriculum
Outdoor Learning Policy	Curriculum
Phonics Policy	Curriculum
Physical Activity Policy	Curriculum
Physical Education Policy	Curriculum
RE Policy	Curriculum
Reading for Pleasure Policy	Curriculum
Remote Home Learning Policy	Curriculum
Science Policy	Curriculum
SMSC Policy	Curriculum
Teaching Policy	Curriculum
Adults in School Policy	Management
Adventure Playground Supervision Policy	Management
After School Club Policy	Management
Agency and Other Off-Payroll Guidance	Management
Allergens Policy	Management
Anti-Bullying Policy	Management
Anti-Fraud Policy	Management
Apprenticeships Policy	Management
Attendance Policy	Management

Attendance Registers Policy	Management
Bereavement Policy	Management
Breakfast Club Policy	Management
Business Continuity Plan	Management
Charging Policy for Wrap Around Care	Management
Clean Air Policy	Management
Collective Worship Policy	Management
Corruption, Fraud, Bribery Policy	Management
Critical Incident & Business Recovery Plan	Management
Electronic Payments Policy	Management
Food In School Policy	Management
ICT Procedures and Security Policy	Management
Intimate Care Policy	Management
Lock Down Policy	Management
Medicines in School Policy	Management
Mental Health and Wellbeing Policy	Management
Music Tuition Policy	Management
Pandemic Contingency Plan	Management
Pastoral Policy	Management
Peer to Peer Abuse Policy	Management
Personal Relationships at Work Policy	Management
Photography and Filming Policy	Management
Positive Handling Policy	Management
Pupil Absence from School Policy	Management
Racist Incidents Policy	Management
Record Keeping Policy	Management
Record Retention Policy	Management
Schools Appeals Policy	Management
Schools Family Leave Policy	Management
Schools Leave and Time Off Policy	Management
Schools Recruitment & Vetting Checks Policy	Management
Schools Recruitment Policy	Management
Schools Redeployment Policy	Management
Schools Sickness Absence Policy	Management
Security Policy	Management
Social Media & Networking Policy	Management
Staff Mental Health and Wellbeing Policy	Management
T.A Policy	Management
Travelling to and from school alone Policy	Management
Virtual Attendance and Voting at Maintained School Governing Body Meetings Policy	Management
Volunteers In School Policy	Management
Website Policy	Management
Working Flexibly Policy	Management
Accessibility Policy	Statutory
Admissions	Statutory

Appraisal Policy - Support Staff	Statutory
Appraisal Policy- Teachers	Statutory
Behaviour	Statutory
Behaviour Principles Written Statement (Included in Behaviour Policy)	Statutory
Capability Policy	Statutory
Charging and Remissions Policy	Statutory
Complaints Policy	Statutory
Data Protection/GDPR Policy	Statutory
Early Years	Statutory
ECT Policy	Statutory
Equal Opportunities	Statutory
Equality and Diversity	Statutory
Exclusion	Statutory
Finance Policy	Statutory
First Aid	Statutory
Freedom of Information Policy (Included in Data Protection/GDPR Policy)	Statutory
Governors Allowances (Schemes for paying)	Statutory
Governors Code of Conduct	Statutory
Health and Safety	Statutory
Home-School Agreement	Statutory
Instrument of Government	Statutory
Minutes - Governor Meetings	Statutory
Pay Policy	Statutory
Premises Management Documents	Statutory
Register of Certifying Officers	Statutory
Register of Pecuniary Interests of Governors & SLT	Statutory
Register of Pupils Admissions	Statutory
Register of Pupils Attendance	Statutory
RSHE	Statutory
Safeguarding and Child Protection Policy	Statutory
Safeguarding Staff	Statutory
Schemes for Financing Schools	Statutory
School Disciplinary Policy	Statutory
School information published on website	Statutory
Schools Grievance Policy	Statutory
Schools Pay Policy	Statutory
SEND Policy	Statutory
Single Central Record	Statutory
Staff Code of Conduct	Statutory
Statement of precedures for dealing with allegations of abuse against staff (Included in Safeguarding Policy)	Statutory
Supporting Pupils with Medical Conditions	Statutory
Whistleblowing Policy	Statutory

Appendix 8 – School Staff

Teaching Staff	Role
Len Batey	Head Teacher
Sarah Banfield	Reception/Y1 Class Teacher
Natasha Selby	Reception/Y1 Class / EYFS/Key Stage 1 Team Leader
Sue Watson	Year 1/ 2 Class Teacher
James Liversidge	Year 1/ 2 Class Teacher
Kristina Goodband	Year 1/ 2 Class Teacher
Sam Caton	Year 3 Class Teacher
Tabitha Ward	Year 4 Class Teacher / Assistant Head Teacher
Louise Sugden	Year 5 Class Teacher / Deputy Head Teacher
Shelley Tinkley	Year 5 Class Teacher
India Lees	Year 6 Class Teacher/ SENDCo
HLTA	
Jen Stanley	HLTA
Classroom Support	
Mel Watson	Teaching Assistant / Lunchtime Controller
Belinda Hart	Teaching Assistant / Lunchtime Supervisor
Su Clark	Teaching Assistant / Lunchtime Supervisor
Juliet Rowlands	Teaching Assistant
Amanda Bird	Teaching Assistant
Val Morris	Teaching Assistant
Denise Kay	Teaching Assistant
Charlotte Dawber	Teaching Assistant
Administration Staff	
Thomas Liddiard	School Business Manager
Michelle Holmes	Administrator
Alex Duller	Administrator
Breakfast Club Supervisors	
Nikki Rafferty	Wrap Around Care Supervisor
Allison Hands	Wrap Around Care Supervisor
Amanda Howitt	Wrap Around Care Supervisor
Lunchtime Supervisors	
Lynne Doncaster	Lunchtime Supervisor / Cleaner
Alex Burley	Lunchtime Supervisor
Katherine Walpole	Lunchtime Supervisor
Sumayya Syedmuhammed	Lunchtime Supervisor
Site Staff	
Tanya Walton	Caretaker

Appendix 9 – Educational Jargon

DBS	Disclosure & Barring Service
EAL	English as an additional language
EHC Plan	Educational Health Care Plan - An education, health and care plan is a document that says what support a child or young person who has special educational needs should have.
EIF	Education Inspection Framework – The published OFSTED inspection framework for schools to follow.
EYFS	Early Years Foundation Stage. A framework of care and Education for children from birth to five years of age.
FSM	Free School Meals
G & T	Gifted and Talented - Gifted are those with high ability in one or more academic subject and the talented are those with high ability in sport, music, visual or performing arts.
HLTA	Higher Level Teaching Assistant
IDSR	Inspection Data Summary Report
IEP	Individual Education Plan for SEN pupils
INSET	In-Service Education and Training - Training for staff which takes place during the school year.
LA	Local Authority
LAC	Looked After Children
MFL	Modern Foreign Language
MTFP	Medium Term Finance Plan
NOR	Number on Roll
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
PAN	Published Admission Number
PPA	Planning, Preparation and Assessment time to which teachers are entitled
PSHE	Personal Social Health and Economic education
QTS	Qualified Teacher Status
RAISE	Reporting and Analysis for Improvement through School Self-Evaluation
RQT	Recently Qualified Teacher
SATs	Standard Attainment Tests/Tasks - National Curriculum Tests and Tasks which take place at the end of Key Stage 1 and at the end of Key Stage 2.
SCR	Single Central Record - Schools must hold a single central record of all adults working with pupils. The records hold security and ID checks among other specific information.
SDP	School Development Plan
SES	Self-Evaluation Summary
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SFVS	Schools Financial Value Statement
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural (development)
TA	Teaching Assistant
TAC	Team Around the Child

Appendix 10 – Curriculum Monitoring Guidance

Barrowby Church of England Primary School

Governors' Curriculum Visits to the school

Before the visit:

Governors are asked not to comment on the quality of teaching on a monitoring visit, as this is a professional matter, and is the role of the Headteacher. Therefore, teachers will not be required to provide Governors with lesson plans.

Governors are reminded of the need for confidentiality and will focus on the following aspects during their *Curriculum Monitoring Visit*.

What are the pupil's attitudes to learning?

- Behaviour
- Responses through the lesson
- Work/learning behaviour e.g. pupils on task

What is the atmosphere in the classroom like?

- Atmosphere
- responses made by the children to the governor/teacher/TA
- inclusiveness of all children in the lesson (including those with special needs, or English as an acquired language)

How is the Teaching Assistant being used?

- Supporting/extending pupils

Were resources used effectively?

- Resources being used, their condition and adequacy
- Whether the area of the curriculum needs more resources in the future

Outcomes

During the visit:

- Relax and enjoy yourself and look at what is happening discreetly.
- Record your observations on the questionnaire provided.
- Get involved with pupils' activities when invited, but don't intervene.
- Show an interest/ask questions, but don't monopolise the teacher's time.
- Never comment on the teacher's conduct, or on individual pupils.
- Do not allow yourself to become an instrument for advancing particular issues.
- Do not express your own opinions if pressed on controversial issues.
- Always thank the teacher/Teaching Assistants when leaving the classroom.

After the visit:

- Discuss your observations with the Deputy Headteacher.

Appendix 11 – Monitoring Visit Reading



Barrowby Church of England Primary School

Summary of Governor's Curriculum Visit				
Governor's name:	Date:	Time:	Duration:	
Class visited:	Lesson Subject: Reading			
What are pupils' attitudes to learning?			YES	NA
All children demonstrate Core Value of RESPECT at all times to adults and children alike				
Behaviour is good				
Children respond to instructions quickly				
Majority of class/group put hands up to contribute (when requested)				
Children talk with purpose to either teacher/TA/pupil(s)				
Children display good listening skills				
Any other comments:				
What is the atmosphere in the classroom like?			YES	NA
All children are encouraged to demonstrate Core Value of INDEPENDENCE as appropriate e.g. collecting resources, working without support, given responsibility				
Children enjoy their learning				
Children respond appropriately to stimulus				
Children are actively engaged				
Any other comments:				
How is the Teaching Assistant Support being used?			YES	NA
Out of class, leading elements of direct teaching to a small group				
In class, supporting individuals/groups of pupils during teacher input				
Guided group work e.g. supporting a small group either within or outside of the classroom				
1:1 support e.g. working with 1 child directly supporting learning				
Provide feedback to children either verbally or in written format on work				
Offering feedback to teacher about outcome e.g. Guided format, verbally at end of lesson (PLEASE ASK TA)				
Any other comments:				
Were resources used effectively? (please answer for those in use today)			YES	NA
All children are encouraged to demonstrate Core Value of CREATIVITY as appropriate i.e. personalised responses to task e.g. freedom to organise/communicate answers, use of different media				
Pupils interact with the Interactive Whiteboard/Screen				
Resources easily accessible for children				
Pupils have access to Reading resources				
Pupils use technology e.g. laptops or iPads or tablets or Cameras as appropriate				
Teachers/TA use iPad to support marking and feedback e.g. display work on the whiteboard				
Pupils (small group/class) use the outdoor environment				
Any other comments:				
Outcomes			YES	NA
Verbal e.g. Children's discussion-use of talk e.g. Talking Partners at some point in the lesson				
Reading e.g. Children required to read from IWB, displays around room, to peers, within books, prompts				
Written e.g. Children required to complete/add answers to worksheets				
Written e.g. Children required to organise responses in books				
Assessment e.g. as appropriate, (e.g. R/Y1) evidence recorded using ICT e.g. to record pupils learning in photographs, video, sound				
Attitude e.g. Children demonstrate confidence within their Spelling/Grammar & Punctuation learning				
Any other comments:				

Appendix 12 – Monitoring Visit Writing



Barrowby Church of England Primary School

Summary of Governor's Curriculum Visit				
Governor's name:	Date:	Time:	Duration:	
Class visited:	Lesson Subject: Writing			
What are pupils' attitudes to learning?			YES	NA
All children demonstrate Core Value of RESPECT at all times to adults and children alike				
Behaviour is good				
Children respond to instructions quickly				
Majority of class put hands up to contribute (when requested)				
Children talk with purpose to either teacher/TA/pupil(s)				
Children display good listening skills				
Any other comments:				
What is the atmosphere in the classroom like?			YES	NA
All children are encouraged to demonstrate Core Value of INDEPENDENCE as appropriate e.g. collecting resources, working without support, given responsibility				
Children enjoy their learning				
Children respond appropriately to stimulus				
Children are actively engaged				
Any other comments:				
How is the Teaching Assistant Support being used?			YES	NA
A Teaching Assistant was available in the lesson				
Teaching Assistant had been given instruction from the teacher e.g. verbal or had access to a lesson plan				
Out of class, leading elements of direct teaching to a small group				
In class, supporting individuals/groups of pupils during teacher input				
Guided group work e.g. supporting a small group either within or outside of the classroom				
Worked with more than one group of children throughout the lesson				
'Floated' from table to table offering advice and guidance for pupils				
1:1 support e.g. working with 1 child directly supporting learning				
Provide feedback to children either verbally or in written format on work				
Offering feedback to teacher about outcome e.g. Guided format, verbally at end of lesson (PLEASE ASK TA)				
Any other comments:				
Were resources used effectively? (please answer for those in use today)			YES	NA
All children are encouraged to demonstrate Core Value of CREATIVITY as appropriate i.e. personalised responses to task e.g. freedom to organise/communicate answers, use of different media, extended writing				
Pupils interact with the Interactive Whiteboard/Screen				
Resources easily accessible for children				
Pupils have access to Writing resources				
Pupils use technology e.g. laptops or iPads or tablets or Cameras as appropriate				
Teachers/TA use iPad to support marking and feedback e.g. display work on the whiteboard				
Pupils (small group/class) use the outdoor environment				
Any other comments:				
Outcomes			YES	NA
Verbal e.g. Children's discussion-use of talk e.g. Talking Partners at some point in the lesson				
Reading e.g. Children required to read from IWB, displays around room, to peers, within books, prompts				
Written e.g. Children required to complete/add answers to worksheets				
Written e.g. Children required to organise responses in books and write at length				
Assessment e.g. as appropriate, (e.g. R/Y1) evidence recorded using ICT e.g. to record pupils learning in photographs, video, sound				
Attitude e.g. Children demonstrate confidence within their Spelling/Grammar & Punctuation learning				
Any other comments:				

Appendix 13 – Monitoring Visits - Mathematics



Barrowby Church of England Primary School

Summary of Governor's Curriculum Visit				
Governor's name:	Date:	Time:	Duration:	
Class visited:	Lesson Subject: Mathematics			
What are pupils' attitudes to learning?			YES	NA
All children demonstrate Core Value of RESPECT at all times to adults and children alike				
Behaviour is good				
Children respond to instructions quickly				
Majority of class put hands up to contribute (when requested)				
Children talk with purpose to either teacher/TA/pupil(s)				
Children display good listening skills				
Children are actively engaged				
Any other comments:				
What is the atmosphere in the classroom like?			YES	NA
All children are encouraged to demonstrate Core Value of INDEPENDENCE as appropriate e.g. collecting resources, working without support, given responsibility				
Children enjoy their learning				
Children respond appropriately to stimulus and are beginning to demonstrate mathematical resilience e.g. persistence in solving problems or applying mathematical thinking in unfamiliar contexts				
Mathematics is purposeful e.g. real life problems or linked to other areas of the curriculum or in context				
Any other comments:				
How is the Teaching Assistant Support being used?			YES	NA
Out of class, leading elements of direct teaching to a small group				
In class, supporting individuals/groups of pupils during teacher input				
Guided group work e.g. supporting a small group either within or outside of the classroom				
1:1 support e.g. working with 1 child directly supporting learning				
Provide feedback to children either verbally or in written format on work				
Offering feedback to teacher about outcome e.g. Guided format, verbally at end of lesson (PLEASE ASK TA)				
Any other comments:				
Were resources used effectively? (please answer for those in use today)			YES	NA
All children are encouraged to demonstrate Core Value of CREATIVITY as appropriate i.e. personalised responses to task e.g. freedom to organise/communicate answers, use of different media or resources				
Pupils interact with the Interactive Whiteboard				
Resources easily accessible for children				
Pupils have access to mathematical equipment e.g. cubes, counting beads, number fans				
Pupils use technology e.g. laptops or iPads or tablets or Cameras as appropriate				
Teachers/TA use iPad to support marking and feedback e.g. display work on the whiteboard				
Pupils (small group/class) use the outdoor environment				
Any other comments:				
Outcomes			YES	NA
Verbal e.g. Children's discussion-use of talk e.g. Talking Partners at some point in the lesson				
Reading e.g. Children required to read from IWB, displays around room, to peers, within books, prompts				
Written e.g. Children required to complete/add answers to worksheets				
Written e.g. Children required to organise responses in Mathematics books i.e. supporting logical reasoning				
Assessment e.g. as appropriate, (e.g. R/Y1) evidence recorded using ICT e.g. to record pupils learning in photographs, video, sound				
Attitude e.g. Children demonstrate confidence within their Mathematical learning				
Any other comments:				

Appendix 14 – Monitoring Visit Collective Worship



Barrowby Church of England Primary School

Summary of Governor's Collective Worship Visit				
Governor's name:	Date:	Time:	Duration:	
Adults Leading Assembly:				
What was the purpose of the Collective Worship/Assembly? (Choose 1)			YES	NA
Explored different aspects of beliefs/faith e.g. linked to bible, aspects of Religious education work				
Celebrate pupil achievement e.g. through sharing: examples of work, commendations				
Exploration of PSHCE (Personal, Social, Citizenship and Health Education) e.g. stories with morals				
Opportunity to praise through Choral Practice e.g. exploring the words/meanings behind hymns sung				
Special Assembly e.g. Visitor, Visiting Clergy/Adult, Class Assembly, Nativity, Performance				
Any other comments:				
What are pupils' attitudes to Collective Worship/Assembly?			YES	NA
All children demonstrate Core Value of RESPECT at all times to adults and children alike e.g. enter/exit hall quietly and sensibly, participate in quiet reflection (prayer)				
Behaviour is good				
Children display good listening skills				
Children contribute (when requested) in assembly e.g. put up hands, sing etc				
Any other comments:				
What features of Collective Worship/Assembly were evident?			YES	NA
Appropriate atmosphere established e.g. music playing as pupil enter/exit hall, quiet moments				
Children were given opportunities for quiet reflection e.g. candles were lit to signify the holy trinity, moments provided in assembly for quiet				
Children celebrate through song linked to theme of assembly e.g. either groups or whole school				
Children participate in or lead prayer				
Children actively engaged e.g. offering suggestions, requested to interact				
Any other comments:				
Outcomes			YES	NA
Verbal e.g. Children's discussion-response to questions asked				
Reading e.g. Children required to read from hall screen, prayer, extracts of work				
Attitude e.g. Children actively engaged in the act of collective worship e.g. listening, singing, contributing				
Any other comments:				

Appendix 15 – Monitoring Visit: Start of the Day



Barrowby Church of England Primary School

Summary of Governor's Start of the Day-Personal Development, Behaviour & Welfare Visit			
Governor's name:	Date:	Time:	Duration:
Adult Supervision <i>(Please indicate the amount of staff in each position)</i>			
Small Playground:	Playground:	Adventure Playground:	First Aid:
What are pupils' attitudes on entering school, at the start of the day?			
Children are happy			YES
Children demonstrate Core Value of RESPECT at all times to adults and children alike e.g. walk sensibly into school, polite when spoken to, listen to adults when needed			NA
Children demonstrate Core Value of CREATIVITY e.g. imaginative play, role play games, practising singing or dancing			
Children demonstrate Core Value of INDEPENDENCE e.g. organise own games, collect equipment and return after play			
Children display good communicating skills e.g. talk & listen to each other			
Children collaborate together e.g. take turns, skipping, playing imaginative games, discussing topics, reading			
Any other comments:			
What features of play/break were evident?			
Appropriate atmosphere established e.g. children playing, minimal disruptive behaviour(s)			YES
Children were given opportunities to use outdoor equipment e.g. skipping ropes, Connect 4			NA
Children were using the playground markings provided e.g. hopscotch, snakes and ladders, theatre, lines			
Children using the seating areas provided e.g. to talk with friends, socialise, play games			
Children respond to instructions in a timely manner e.g. 1 st whistle stand still (or climb down from adventure playground), 2 nd whistle walk to the line			
Children wait quietly in their lines and demonstrate Core Value of RESPECT at all times to adults and children alike e.g. walk sensibly into school			
Any other comments:			
Outcomes			
Behaviour is good			YES
Attitude e.g. Children using time to socialise, relax			NA
Pastoral e.g. Adults supported pupil incidences as needed e.g. First Aid, pastoral support to resolve conflict			
Evidence of Pupil Leadership e.g. children supporting each other, children leading games			
Any other comments:			

Appendix 16 – Monitoring Visit: Playtime



Barrowby Church of England Primary School

Summary of Governor's Personal Development, Behaviour & Welfare Visit			
Governor's name:		Date:	Time:
Duration:			
Adult Supervision (Please indicate the amount of staff in each position)			
Small Playground:	Playground:	Adventure Playground:	First Aid:
What are pupils' attitudes during play/break?			
Children are happy			YES
Children demonstrate Core Value of CREATIVITY e.g. imaginative play, role play games, practising singing or dancing			NA
Children demonstrate Core Value of RESPECT at all times to adults and children alike e.g. hold doors open, walk sensibly into and around school, polite when spoken to, listen to adults when needed			
Children demonstrate Core Value of INDEPENDENCE e.g. organise own games, collect equipment and return after play			
Children display good communicating skills e.g. talk & listen to each other			
Children collaborate together e.g. take turns, skipping, playing imaginative games, discussing topics, reading			
Any other comments:			
What features of play/break were evident?			
Appropriate atmosphere established e.g. children playing, minimal disruptive behaviour(s)			YES
Children were given opportunities to use outdoor equipment e.g. skipping ropes, Connect 4			NA
Children were using the playground markings provided e.g. hopscotch, snakes and ladders, theatre, lines			
Children using the seating areas provided e.g. to talk with friends, socialise, play games			
Children were using the Adventure Playground			
Children respond to instructions in a timely manner e.g. 1 st whistle stand still (or climb down from adventure playground), 2 nd whistle walk to the line			
Any other comments:			
Outcomes			
Behaviour is good			YES
Attitude e.g. Children using time to socialise, relax			NA
Pastoral e.g. Adults supported pupil incidences as needed e.g. First Aid, pastoral support to resolve conflict			
Evidence of Pupil Leadership e.g. children supporting each other, children leading games			
Any other comments:			

Appendix 17 – Monitoring Visit: Lunchtime



Barrowby Church of England Primary School

Summary of Governor's Lunchtime-Personal Development, Behaviour & Welfare Visit				
Governor's name:		Date:	Time:	Duration:
Adult Supervision (Please indicate the amount of staff in each position)				
Small Playground:	Playground:	Adventure Playground:	First	
Aid:				
What are pupils' attitudes during Lunchtime?			YES	NA
Children are happy				
Children demonstrate Core Value of CREATIVITY e.g. imaginative play, role play games, practising singing or dancing				
Children demonstrate Core Value of RESPECT at all times to adults and children alike e.g. hold doors open, walk sensibly into and around school, polite when spoken to, listen to adults when needed				
Children demonstrate Core Value of INDEPENDENCE e.g. organise own games, collect equipment and return after play				
Children display good communicating skills e.g. talk & listen to each other				
Children collaborate together e.g. take turns, skipping, playing imaginative games, discussing topics, reading				
Any other comments:				
What features of play/break were evident?			YES	NA
Appropriate atmosphere established e.g. children playing, minimal disruptive behaviour(s)				
Children were given opportunities to use outdoor equipment e.g. bikes & trikes, scooters, Connect 4				
Children were using the playground markings provided e.g. hopscotch, snakes and ladders, theatre, lines				
Children using the seating areas provided e.g. to talk with friends, socialise, play games				
Children were using the Adventure Playground				
Children respond to instructions in a timely manner e.g. 1 st whistle stand still (or climb down from adventure playground), 2 nd whistle walk to the line				
Any other comments:				
Dining Experience			YES	NA
Lunchtime staff prepared the 'Dining Experience' for pupils e.g. ensuring food is at the right temperature; hall is set out and ready; water on tables; deploy Lunchtime Buddies to assist younger children				
Children move to/from and around the lunchtime dining hall sensibly thus demonstrating Core Value of RESPECT				
Children are able to collect equipment/carry food on trays to tables, thus demonstrating Core Value of INDEPENDENCE				
Children are settled, enjoying their lunch i.e. some discussion with children at their tables; raising hand for assistance				
Any other comments:				
Outcomes				
Behaviour is good				
Attitude e.g. Children using time to socialise, relax				
Pastoral e.g. Adults supported pupil incidences as needed e.g. First Aid, pastoral support to resolve conflict				
Evidence of Pupil Leadership e.g. children supporting each other, children leading games				

Appendix 18 – Monitoring Visit: Statutory Assessment



Barrowby Church of England Primary School

Summary of Governor's Statutory Assessment Visit					
Governor's name:		Date:	Time:	Duration:	
EYFS Baseline:	Phonics Screener:	Key Stage 1 SATs:	Key Stage 2 SATs:		
Adults with access to the test material:					
Security				YES	NA
Are the test materials kept in a locked cupboard?					
Is there a log, recording who opens the locked cupboard?					
Have the consignment notes been signed by 2 responsible school adults?					
Are unused test materials sealed in packaging?					
Are used test papers sealed?					
Do 2 adults collect the test papers and take them to the test rooms?					
Are the tests opened in front of the children?					
Any other comments:					
Administration of test				YES	NA
Is there a test timetable?					
Have all adults read the Test Administrators Guidance (TAG) prior to the scheduled test?					
Do all adults administering a test attend daily briefing meetings?					
Do supporting adults understand their specific roles, when supporting the children?					
Is there sufficient adults in the test rooms?					
Are the tests administered in accordance with ARA?					
Are any transcription etc carried out in accordance with ARA?					
Is the support provided to pupils in accordance with normal classroom practice?					
Any other comments:					
Packaging and collection of Test Scripts				YES	NA
Do 2 adults collect the test papers; remove them from class and oversee the packaging?					
Is the Attendance Register marked?					
Do all test papers remain confidential e.g. adults do not check through complete test papers?					
Are the test papers packaged and sealed, ready for delivery?					
Do 2 adults lock the papers in the cupboard and sign the log?					
Does the Administrator ask the Parcel Force representative to sign for collection?					
Any other comments:					
Outcomes				YES	NA
The security of all test materials is in accordance with current guidance?					
The test is administered in accordance with the ARA?					
All test materials remain confidential, are packaged and collected in accordance with current guidance?					
Any other comments:					

Appendix 19 – Monitoring Visit: Recording Safeguarding Concerns



Barrowby Church of England Primary School

Check list for Governors: recording safeguarding concerns

Safeguarding Governor:

Date of check:

Number of files viewed and safeguarding concern (if appropriate): e.g. X (CiN), Y (EH)

	Question	Response (yes/no)	Evidence/Action
1	Does the pupil's main record have a clear marker to indicate that there is a safeguarding file?		
2	Is all confidential information transferred from the main pupil file to the safeguarding file when opened?		
3	Does the file have an up to date 'front sheet' giving basic factual information about a child and family?		
4	Does the file have a brief chronology (may follow on from original in main pupil file)?		
5	Is every entry in the file dated, timed and have the name and signature of the person who wrote it?		
6	Have staff used a school template to help them record issues?		
7	Where applicable, have any contemporaneous original notes been kept, in addition to later more formal ones?		
8	Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes that action is to be taken and by whom?		
9	Is there evidence that the school's DSL has reviewed the file and discussed the child with relevant staff?		
10	Is there evidence that school staff have weighed up the information they have, discussed it appropriately with others and then taken action such as sharing information with other agencies, completing a EHA etc. Have these actions been followed through?		
11	If meetings relating to the child and their family have been called, did school <ul style="list-style-type: none"> a) Send a report b) Send a representative c) Receive minutes d) Complete any actions that were assigned to them e) Ensure that other key people in school were aware of any important issues 		
	If injuries to the child have been noted, did the school use a body map and were the records clear		

Appendix 20 – Monitoring Visit: Single Central Record



Summary of Governor's Statutory Assessment Visit			
Governor's name:		Date:	Time:
Duration:			
Name of school designated safeguarding lead / school leader:			
Monitoring & Maintaining the SCR			
Questions		Response / Comments	
Has the Administrator who manages the Single Central Record had Safer Recruitment training?			
Are there any administrative errors? E.g. <ul style="list-style-type: none"> • Failure to record dates • Individual entries that are illegible • Omissions 			
Have the administrative errors, if any, been reported to the designated safeguarding lead?			
How and where is the SCR stored? Is this secure? <ul style="list-style-type: none"> • If using an electronic system, is this encrypted? • Is there a plan of action in case of a security problem? 			
Is there an effective system for reviewing the SCR?			
Is this system being followed?			
How frequently is the SCR checked?			
When was the last time it was checked?			
Who was it last checked by? (Name & Role)			
Does the SCR have correct and up-to-date details for all appropriate people?			
<ul style="list-style-type: none"> • Have any new people been added? • Have those who have left been deleted (after an agreed period of time)? 			
Are current volunteers (for whom a DBS check has been conducted) recorded?			
Does the SCR include other non mandatory information? If yes, what information is held? E.g.			
This section is to for any additional question that are not asked as standard e.g. about trainees teachers, supply staff, contractors etc. <ol style="list-style-type: none"> 1. 2. 			
Any other comments:			
Safeguarding and Governor Assurance		Response / Comments	
Is there a test timetable?			
Are you satisfied from the answers given by your Designated Safeguarding Lead/ School Leader, that the school SCR is compliant?			
Have you checked the SCR personally, why? <ul style="list-style-type: none"> • Concerns around compliance • Routine check Ofsted/ LA or internal audit has raised concerns			
Is a follow up monitoring review of the SCR required? If yes, what are the main concerns and when will the review take place?			
Any other comments:			
Signed by Safeguarding Governor			

Appendix 21 – Safeguarding Monitoring Schedule

Reports on findings to be presented at FGBs - copy for minutes and monitoring log signed.

Date	Action-
Autumn 1	Go through LCC safeguarding checklist and complete notes field as far as possible.
Autumn 2 [Governor Monitoring Morning]	Meet with Headteacher to clarify checklist (Report back at 2 nd FGB)
Autumn 2 [Governor Monitoring Morning]	Confirm that SCR and Staff Files are up to date (LCC <i>SCR Monitoring Checklist</i> informs) (Report back at 2 nd FGB)
Autumn 2 [Governor Monitoring Morning]	Confirm LCSP Pathway and Safer Recruitment training is upto date (Report back at 2 nd FGB)
Autumn 2 [Governor Monitoring Morning]	Confirm all Staff and Gobs have signed for KCSIE and undertaken safeguarding refresher training. (Report back at 2 nd FGB)
Spring 2 [Governor Monitoring Morning]	Confirm that SCR and Staff Files are up to date (LCC <i>SCR checklist</i> informs) (Report back at 4 th FGB)
Summer 2	Check LCC Safeguarding Assurance Return has been completed and signed off. (Report back at 6 th FGB)

Appendix 22 – Safeguarding Monitoring Visit Proforma

Date of Visit:

Name of Governor:

<u>Item</u>	<u>Discussion</u>	<u>Action required (What, when, and by <u>who</u>)</u>

Appendix 23 – Governor Safeguarding Checklist

Lincolnshire Safeguarding Children Partnership

Safeguarding Compliance Checklist for Governors

Section 175 of the Education Act 2002 places a statutory duty on Local Authorities and governing bodies of maintained schools to have arrangements in place to ensure that they safeguard and promote the welfare of children. Section 157 of the Act places the same responsibilities on Independent Schools and Academies. The governing body is accountable for ensuring that the school has effective policies and procedures in place in accordance with DfE guidance [*'Keeping Children Safe in Education'*](#) (2019).

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

The following links have been provided to assist with your self-assessment:

['Keeping Children Safe in Education'](#)

[LSCB Safer recruitment guidance](#)

[LSCB training](#)

[LSCB "Managing Allegations of Abuse Made Against Persons who Work with Children and Young People"](#)

[Protocol on Sharing Information in Order to Safeguard and Promote the Welfare of Children](#)

['Prevent Duty Guidance: for England & Wales', HM Government \(2015\)](#)

[The Prevent duty: Departmental advice for schools and childcare providers'](#)

[Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools'](#)

[Sexual violence and sexual harassment between children in schools and colleges', DfE \(May 2018\)](#)

[Brook Traffic Light tool](#)

[Sex and Relationships guidance](#)

[NSPCC Pants materials for Primary Schools](#)

[Education inspection framework](#)

[PSHE curriculum](#)

Safeguarding Compliance Checklist for Governors

Date of completion:

Person(s) undertaking the check:

	Compliant	If No, list actions	Date to be completed
1. The school has developed a safeguarding and child protection policy which is reviewed annually and conforms to statutory requirements and LSCP procedures. The policy is clearly dated, highlighting the timescale for review.	Yes		
2. A copy of the safeguarding and child protection policy, alongside Part One (and Annex A) of Keeping children Safe in Education 2019, a staff code of conduct, behaviour policy and the school's safeguarding response to children missing education are provided to all staff at induction. Evidence of this induction is retained by the school.			
3. The policy is publicly available via the school or college website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policy.			
4. Governor/Trustees have ensured that all staff have read Part One of Keeping children Safe in Education 2019. Those staff who work directly with children have also read Annex A.			
5. The Headteacher and at least one Governor have completed safer recruitment training.			
6. The school compliant safer recruitment procedures identified in Keeping children Safe in Education 2019 and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.			
7. All safer recruitment checks are evidenced in the Single Central Record and this checked regularly for accuracy by Governors/Trustees			

8. Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with national and LSCP guidance.				
9. A member of the governing board (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher.				
10. The school has developed a code of conduct for staff that clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers. This is provided to all staff and volunteers at induction.				
11. Designated Safeguarding Lead: A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and work with other agencies and they have received appropriate training to equip them to fulfil the role. The role is explicitly stated in the role holder's job description.				
12. There is an alternative person identified to fulfil the role in the DSL's absence and there is always cover for this role. The role is explicitly stated in the role holder's job description and they are trained to the same standard as the Lead DSL.				
13. All other staff and governors have undertaken appropriate training about their role and responsibility and refresher training at the required intervals.				
14. The school keeps up to date records of all staff safeguarding training including levels of training and dates.				

15. In addition to regular training all staff receive regular safeguarding updates to provide them with relevant skills and knowledge to safeguard children.				
16. The Governors are assured the school are able to keep detailed, accurate, secure written records of safeguarding concerns and understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners				
17. That governors and all staff are aware that there is specific guidance on a range of safeguarding issues which they can access. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truancing and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via peer or peer abuse. Staff are clear as to the school's policy and procedures with regards to peer on peer abuse.				
18. The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the Prevent duty.				
19. The school has appropriate arrangements in place to risk assess, implement appropriate interventions and support both the 'victim' and the 'perpetrator.'				
20. The Governing Body regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes				
21. The wider curriculum is broad and balanced including the teaching of British Values/Cultural Capital and safeguarding related themes				
22. The school ensures pupil's voice is heard and considered.				