



The Governing Body of
ROBERT LE KYNG PRIMARY SCHOOL

**SCHEME OF DELEGATION
& TERMS OF REFERENCE
2021 - 2022**

Introduction

This document aims to assist governors in maintaining and reviewing their scheme of delegation. It includes guidance on election and appointments of offices and standing orders.

A copy of this document will be made available to all governors and reviewed annually.

All decision made by the Governing Body shall be made with due consideration for the impact the decision may have in terms of indirect or unforeseen discrimination or exclusions as recognised in the Equalities Act 2012. Such rationale and consideration will be recorded in the minutes of Governing Body meetings.

Contents

Composition of Governing Body	<i>page</i> 3
Term of office	<i>page</i> 3
Current membership	<i>page</i> 3
Recruitment	<i>page</i> 3
Associate members	<i>page</i> 4
Expectations	<i>page</i> 4
Code of Conduct	<i>page</i> 4
Composition of Governing Body	<i>page</i> 4
Confidentiality	<i>page</i> 4
Withdrawal	<i>page</i> 4
Procedures for virtual attendance	<i>page</i> 5
Election of Chair and Vice Chair	<i>page</i> 5
Meetings of the Governing Body	<i>page</i> 6
Attendance at meetings	<i>page</i> 6
Quorum	<i>page</i> 6
Voting	<i>page</i> 6
Open meetings and confidentiality	<i>page</i> 7
Before and after meetings	<i>page</i> 7
Agendas	<i>page</i> 7
Supporting Papers	<i>page</i> 7
Minutes	<i>page</i> 7
Principles of delegation	<i>page</i> 8
Annual Planner	<i>page</i> 8
Delegation to a committee	<i>page</i> 8
Delegation to an individual governor	<i>page</i> 9
Performance management governors	<i>page</i> 9
Delegation to the Headteacher	<i>page</i> 10
Delegation to the chair	<i>page</i> 10
Governors' visits to the school	<i>page</i> 10
Complaints against the school	<i>page</i> 10
Appointment and duties of the clerk	<i>page</i> 11
Appendix A - Current Membership List	<i>page</i> 12
Appendix B - Governor Recruitment Process	<i>page</i> 13
Appendix C - NGA Code of Conduct	<i>page</i> 15
Appendix D - Governor Support Annual Planner	<i>page</i> 19
Appendix E - Terms of Reference for Committees	<i>page</i>
Staffing	38
Resources	42
Appendix F - School Visits Policy	<i>page</i> 47
Appendix G - Complaints Policy	<i>page</i> 49

Composition of the Governing Board

Instrument of Governance

The instrument of government was made by order of Swindon Local Authority and states the governing body shall consist of a total of 13 governors:

- a) 1 Headteacher
- b) 3 parent governors
- c) 1 LA governor
- d) 1 staff governor
- e) 7 co-opted governors

Term of Office for Each Category of Governor

The governing board has resolved to have the same term of office for all categories of governor and the agreed the term of *4 years*.

The Current Membership of the Governing Board

The governing board notes that its current membership is as *Appendix A* and has considered its size and membership. This will be reviewed on an annual basis.

Recruitment

The governing board is aware of the importance of maintaining a good balance of representation amongst its members and will have reference to this when putting forward names to any appointing bodies and when considering filling any vacancies by co-option.

When a vacancy occurs on the governing board the Clerk to Governors will inform Governor Support and advise the governing board on what action to take.

Parent Governors– will be elected in accordance with the procedure set out by the *Local Authority and detailed in the Clerks Handbook*. This has been delegated to the *Clerk to Governors*. Disqualification criteria will be sent to all parents.

Staff Governors – will be elected in accordance with the procedures set out by the *Local Authority as detailed in the Clerks Handbook and detailed below*. This has been delegated to the *Clerk to Governors*

LA Governors - will be appointed according to the procedure set out by the *Local Authority*. The governing board will agree the skills that they require the governor to have, prior to notifying Governance Support of a vacancy. Disqualification criteria will be shown to prospective governors by the Clerk if the GB have identified a suitable individual or by Governance Support if Ward Councillors are nominating.

Co-opted Governors – can be parents, staff or other and will be appointed by following the governing board recruitment procedure.

Procedures for recruitment are outlined in *Appendix B*.

Associate Members

The governing board has agreed to appoint associate members as and when required for the skills they can offer the governing board.

The term of office will be *4 years*.

Associate members *will not* have voting rights at full governing board meetings.

Associate members *will* have full voting rights at any committee meeting that they are a member of.

An associate member *can* be chair of a committee.

The governing board *may allow* associate members to remain in a meeting when an individual member of staff or pupil is under discussion.

The governing board *will not* consider an associate member to be the Clerk to governors.

The governing board *will allow* associate members to be on staffing, pupil, admissions, and complaint panels.

The governing board *will not allow* an associate member to chair staffing, pupil, admissions or complaint panels.

Expectations

Code of Conduct

The governing board agrees to adopt the *NGA's code of practice* (see *Appendix C*). Each member of the governing board and the Clerk will be asked to sign a copy when they join the governing board and then review annually.

Confidentiality

- Governors will observe complete confidentiality when required or asked to do so by the governing board, especially regarding matters concerning individual staff or students;
- As a matter of trust governors will not discuss the views of fellow governors with members of the public outside of meetings;
- Governors will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the school arises outside the governing board.

Withdrawal

Specific provision is made in the regulations in relation to certain issues:

- Teachers need not withdraw because of a pecuniary interest which is no greater than that of the other teachers at the school;
- Other members of staff need not withdraw because of a pecuniary interest unless they have a personal interest which is greater than that of other members of staff who are not teachers;

- Any employee of the school other than the headteacher must withdraw from a meeting which considers the pay or appraisal of other employees of the school;
- The headteacher must withdraw from any meeting which considers his or her own pay or performance appraisal;
- The person acting as clerk may continue to act as such unless his or her own pay or disciplinary action against him or her is under consideration;
- A member of the school staff cannot be present at a meeting when the appointment of their successor is considered, nor vote on their appointment;
- If there is disagreement about whether a person is required to withdraw, it is for the other members of the governing board or committee to make the decision. This provision does not allow the withdrawal requirements to be waived by the governors or other committee members.

Procedures for virtual Attendance

The Governing Board has agreed that virtual attendance will be permitted for full governing board meetings and committee meetings. All supporting documents will be released electronically and stored on Governor Hub. Paper versions can be requested from the clerk.

The general code of conduct must be adhered to at all times.

Election of Chair and Vice Chair

The governing board has resolved that the following process will apply to the election of the chair and vice chair of the governing board:

The Chair and Vice Chair will be elected at the last meeting of the summer term whenever possible, alternatively the first meeting of the autumn term for a *1 year* term of office. If a chair or vice chair resigns mid academic year an election will take place and the term of office will be only until the autumn term.

The clerk will chair the meeting for duration of the election of chair and conduct the election. The newly elected chair will conduct the election of the vice chair.

- Governors *will* be asked for nominations prior to the meeting.
- Governors *will* be able to self-nominate.
- Governors *need* to be proposed by another governor.
- Nominations *will* be accepted at the meeting if there are none in advance.
- Nominations will be accepted by governors who are unable to be present at the meeting
- Nominees *will not* be required to give an election address to the governing board
- When there are multiple candidates they will be asked to leave the room
- The election will be conducted by *a show of hands* when there is more than one candidate
The candidates will return to the meeting

The election will be conducted by *a show of hands* when there is one candidate

The clerk will announce the result with the candidate polling the majority of votes being duly elected

In the event of a tie each candidate will be given the opportunity to speak to the governing board about their nomination and a further vote will be taken.

Meetings of the Governing Board

Dates of Meetings

The governing board has set the following dates and times of meetings for the next academic year:

Staffing Committee	Resources Committee	FGB Meeting
4 th October 2021	11 th October 2021	20 th September 2021
8 th November 2021	15 th November 2021	22 nd November 2021
10 th January 2022	17 th January 2022	24 th January 2022
7 th March 2022	14 th March 2022	21 st March 2022
9 th May 2022	16 th May 2022	23 rd May 2022
20 th June 2022	27 th June 2022	11 th July 2022

The governing board agrees that in the interest of work/life balance for all governors the meetings will under normal circumstances last no longer than 2 hours.

Attendance at Meetings

The governing board expects governors to make every effort to attend all meetings. Should a governor not be able to attend a meeting the governing board requests apologies in advance to the clerk wherever possible. The governing board will consider whether to accept apologies at each meeting.

Quorum

The governing board notes that it must be quorate to be able to make decisions and that the quorum for a full governing board meeting is half the number of current governors rounded up. For committees the quorum is 3 governors. Associate members do not contribute to the quorum number.

Voting

If a decision needs to be voted upon all governors, unless they have declared a conflict of interest are entitled to vote. In the case of a tied vote the chair will have the casting vote. Associate members are not allowed to vote at full governing board meeting. The governing board has agreed that Associate Members of Committees have voting rights.

Open Meetings and Confidentiality

The governing board agrees that its full meetings *will not* be open to the public.

The governing board agrees that its committee meetings *will not* be open to the public.

In the interests of open governance and accountability, the governing board agrees to keep to an absolute minimum those matters it will discuss in Part 2 (confidential minutes). The governing board reaffirms the importance of governors not disclosing information to others from Part 2 (confidential) discussions.

Before and After Meetings

Agendas

The agenda will be drafted by the clerk to governors using the Annual Planner and then approved by the chair and Headteacher.

The governing board has agreed that agendas must be with all governors *7 days* before meetings.

Any governor wishing to have an item included on the agenda must inform chair at least *1 week in advance*.

Supporting Papers

The governing board notes the importance of having supporting papers *7 days* before meetings.

The headteacher notes his/her responsibility for producing a report in good enough time for it to be circulated to the governing board as part of the supporting papers.

Clerks of committees note their responsibility for producing committee meeting minutes in good enough time for them to be circulated to the governing board as part of the supporting papers.

Individual governors note their responsibility for reading supporting papers to prepare themselves for discussions at meetings.

Documentation will be uploaded to Governor Hub with an email notification sent to all governors.

Minutes

Copies of draft minutes of full governing board meetings will be circulated to the chair of governors and the Headteacher within *2 weeks* by email.

Copies of approved minutes (excluding confidential items) will be made available to parents and the public by request either to the school office or the clerk.

Governors note the importance of ensuring any actions delegated to them at the meeting and recorded in the minutes must be completed within the timescale agreed.

A summary of actions will be sent to governors with the next agenda to act as a prompt if actions have not been completed. If a governor is unable to complete an action then they should update the chair or clerk.

Principles of Delegation

The governing body notes the importance of having clear records of its decisions to delegate functions as detailed in the Annual Work Planner (*Appendix D*).

The governing board notes the statutory responsibilities for reviewing the delegation of functions annually and will review its current delegation of functions first full governing board meeting of the autumn term.

The governing board notes that it remains accountable for all delegated decisions and that any delegated decisions made or actions taken on its behalf must be reported back to the governing board by the relevant individual or committee. The governing board will ensure accountability by receiving the following reports:

- The headteacher's report
- Minutes from committees
- Reports from individual governors
- Reports following visits made by governors to school
- Reports from external visitors and consultants.

Delegation to a Committee

The governing board has decided it will use the following committees to manage its workload and will delegate authority to make decisions on behalf of the governing board as stated in the terms of reference:

- Staffing
- Resources

The membership and terms of reference for each committee have been agreed separately and are included as *Appendix E*.

The governing board agrees that each committee will appoint its own chair.

The clerk to governors will clerk all committees.

The governing board expects formal minutes to be kept of each committee meeting and for every governor to receive a copy of all minutes. These minutes should report back to the governing board in respect of decisions made and actions taken.

The governing board will allow the opportunity at full governing board meetings for questions of clarification on committee minutes.

Working Parties

The governing body has agreed to set up working parties, which will report back to the governing board in the same way as committees if and when they are required.

Delegation to an Individual Governor

The governing board has agreed to give named governors specific areas of responsibility/interest. Governors will not have delegated decision making responsibility in respect of these functions. In fulfilling these responsibilities it is expected that governors will:

- Develop an interest in and knowledge of their specific area (to include training) so that they can feedback to the governing board and/or its committees
- To liaise with the relevant member/s of staff
- To visit the school as appropriate to gain information and increase their understanding

Area of responsibility/interest	Name of governor	To liaise with	To report to
Maths SIP	Philippa Hemmings Ann Higgins	Rhys Fannin	FGB
English SIP	Katie Kerley Marianna Araujo	Kelly Barry	FGB
SEN SIP	Katie Day Ann Higgins	Sarah Leighfield	FGB
Teaching & Learning Inc. PP SIP	Gary Millard Faye Norton	Rhys Fannin	FGB
Leadership & Management SIP	Carl Tagoe Ann Higgins	Sue Smith	FGB
Safeguarding & Child Protection	Ann Higgins Faye Norton	Sarah Leighfield	FGB

Performance Management Governors

Three Performance Management governors and an external adviser (legal requirement) will be appointed by the governing board to carry out the Performance Management of the Headteacher by *December 31st* each year.

The Performance Management governors must have received training prior to undertaking this role. The governing board have agreed to follow the suggested guidelines as detailed in the NGA publication *Performance management of your Headteacher* a copy of which can be found under *Useful documents* on Governor Hub.

Delegation to the Headteacher

The governing board has agreed to delegate sufficient decision making authority to enable the headteacher to carry out his or her management role as effectively and efficiently as possible.

The governing board has recorded its delegation to the headteacher in the following ways:

- Using the Governing Board Annual Planner
- As part of individual policies that the governing board has approved

The headteacher will report to the governing board at every governing board meeting in writing with supplementary verbal information at meetings of the full governing board and to committees where appropriate.

Delegation to the Chair - Chair's Action

The governing board allows for Chair's Action under Regulation 8 of the Procedures Regulations 2013 where the chair can make a decision without reference to the governing board/committee if to delay would be likely to be seriously detrimental to the interests of the school, any pupils at the school, or his or her parent/carer or a person who works at the school

NB: "delay" means delay until the earliest date on which it would be reasonably practicable for a meeting of the governing board, or of a committee to which the function in question has been delegated, to be held.

Governors' visits to the school

There is an expectation that governors will visit the school during school hours 3 times a year in order to experience the variety of activities that go on at the school. It is important that any visit to the school is arranged in the correct manner to ensure that the visit is productive for the governor and staff are aware of the arrangements in order to assist in making the visit a valuable experience for all involved. The Governors Visit Policy is included as *Appendix F*.

Complaints against the School

The governing board has adopted a complaints policy and will review it on a biennial basis. It will ensure that parents and others are aware of the existence of the policy and will make a copy available to anyone who requests one. A copy will be available to view on the school's website.

The governing board will ensure that all governors are familiar with the policy as well as good practice on how to handle concerns addressed to individual governors.

The governing board has agreed to set up a committee of 3 governors who will make the final decision in respect of any action following a complaint. These governors will have had no prior involvement in the complaint.

The Complaint Policy is attached as *Appendix G*.

Appointment and duties of the clerk to the governing board

The governing board will appoint the clerk to governors referring to the Governance Support Clerk Recruitment Toolkit which can be found under *Recruitment* on Governor Hub. The governing board have agreed to use Swindon Local Authority's Clerks Job Description included in the toolkit.

Agreed by the Governing Board on: January 2022

Signed by the Chair of the Governing Board:

Updated: January 2022



Robert Le Kyng Primary School Governing Body Membership 2020 – 2021

Susan Smith	Headteacher	
Carl Tagoe	Chair of Governors Chair of Resources Committee	Co-opted Governor
Stephen May	Vice Chair Chair of Resources Committee	Co-opted Governor
Katie Day	Staffing Committee Member	Parent Governor
Mariana Araujo	Resources Committee Member	Parent Governor
Faye Norton	Staffing Committee Member	Parent Governor
Gary Millard	Staffing Committee Member	Local Authority Governor
Kelly Barry	Staffing Committee Member	Staff Governor
Philippa Hemmings	Vice Chair of Resources committee	Co-opted Governor
Sonal Chopra	Resources Committee Member	Co-opted Governor
Sarah Leighfield	Staffing Committee Member	Co-opted Governor
Stephen May	Resources Committee Member	Co-opted Governor
Katie Kerley	Staffing Committee Member	Co-opted Governor
Tanya Stoneham	Clerk to Governors	
Michelle Fisher	Staffing Committee Member	Associated Governor
Rhys Fannin	Resources Committee Member	Associated Governor

Governor Support
 Procedure for the Nomination of Local Authority Governors to School/Academy Governing Boards
 Version 9 – May 2018

1. When a vacancy for a Local Authority Governor occurs on an academy/school Governing Board, Governor Support will invite nominations from the Councillors in whose ward the academy/school is situated. Governor Support will inform Councillors of any skills the Governing Board has specified that they would like any potential Local Authority Governor to have, and it is expected that any Councillor nominating an individual will ensure that they have these skills.
2. If the Governing Board have identified someone who they feel would be suitable as a Local Authority Governor, Governor Support will provide the Ward Councillors with details of the individual in order that the Councillors can consider nominating that person.
3. Ward Councillors will have a two-week period in which to nominate a suitable individual to Governor Support.
4. Prior to informing Governor Support of a nomination, Councillors may wish to consult with the Chair of Governors on suitability of potential nominees.
5. If by the end of the two week period the nominations received by Governor Support do not exceed the vacancies, Governor Support will inform the Governing Board of the nominee in order for them appoint the individual in line with their appointment and induction process. The Governors can refuse to appoint the individual nominated should they not have the specified skills requested by the Governing Board.
6. If at the end of the two-week period more nominations have been received than there are vacancies and the Councillors do not agree on a nomination then it will be for the Governing Board to decide who they appoint.
7. If by the end of the two-week period no nominations have been received by Governor Support any Councillor may nominate a suitable individual for consideration by the Governing Board.
8. Where a person has ceased to be a Governor of a school or academy because of non-attendance at meetings of the full Governing Board for a continuous period of six months, the Governing Board would not normally re-appoint the person to fill a vacancy on that Governing Board within a subsequent period of two years.

Re-appointment of Local Authority Governors

9. Once Governor Support has established that a Local Authority Governor who is nearing the end of their term of office wishes to remain as a Governor and the Governing Board is in agreement with this decision, Governor Support will email the relevant Ward Councillors two months before the end of a term of office asking if they would be willing to re-nominate the Local Authority Governor for a further term.

Procedure for Appointment of Governors to

Robert Le Kyng Board Of Governors

The Chair, Clerk and Headteacher will work together in order to recruit governors this may be through:

1. Adverts in local publications
2. Letters home to parents
3. Information in school
4. Information going into existing governors workplaces
5. Use of display boards from Governor Support
6. Inspiring Governance <https://www.inspiringgovernance.org/>

Interested individuals will contact the **Clerk** who will then ensure:

- All prospective governors receive information on the role in order that they are aware of the commitment.



NGA

Governor-role-descr

- Are invited into school as soon as possible, for a meeting with the Headteacher, or their agreed representative, to discuss Governorship, the skills required, the time commitment, the expectation to attend training and to attend fully prepared (having read relevant papers) full governing board meetings and any committee meetings they are members of.

After this meeting the prospective governor can decide whether they wish to pursue the role and if they do then the following procedures will take place:

Parent governors

- The Clerk to Governors of a maintained school will follow the election procedures as set out by the Local Authority in the Clerks Handbook. It may be that the meeting as described above takes place once parent nominations are in place, prior to election.

Staff governors

- The Clerk to Governors of a maintained School will follow the election procedures as set out by the Local Authority in the Clerks Handbook. It may be that the meeting as described above takes place once staff nominations are in place, prior to election.

Co – opted Governors /Associate Members/Committee Members

- If the individual is already on a governing board then the chair of governors will speak to the chair of the other board to discuss the skills of the individual and their capacity to serve on another governing board.
- If the prospective *governor/associate/committee member* already serves on two governing boards the governors will not consider appointing them.
- The prospective *governor/associate/committee member* will be invited to attend a committee meeting and a full governing board meeting as a guest, ensuring that they leave before any confidential items are discussed.
- If they still wish to become a *governor/associate/committee member* references will be requested.
- Providing satisfactory references are received they will then be asked to make their representation to the Governing Board at the next FGB meeting where this will be an agenda item. They will then leave the meeting while their appointment is discussed.
- The Governing Board or for Member Appointed governors the Members only, make a decision, after discussion and by show of hands, as to whether or not the candidate is appointed. If appointed they will be asked to re-join the meeting, and if they are not they will be informed of this decision and will leave the meeting.
- If more than one candidate stands for a vacancy the Governing Board/Members must decide on their preferred candidate, taking into account the skills required by the Governing Board.

Local Authority governors

- The Governing Body will agree the skills they require from the LA governor and pass this information to Governor Support in order that the nominating Ward Councillors can find a suitable nominee.
- If the Ward Councillors are unable to nominate the governing board will revert to its recruitment procedures and once an individual is identified will be suggested to the Ward Councillors for nomination.
- The Governing Board will appoint the LA governor at a full governing body meeting

On Appointment to the Governing Board New Governors will:

- Receive all relevant documents relating to the role. (Refer to the new governor induction procedures for detailed information.)

Amended September 2020

Code of Conduct

For Robert Le Kyng

August 2020

National Governance Association

The National Governance Association (NGA) is the membership organisation for governors, trustees and clerks of state schools in England.

We are an independent, not-for-profit charity that aims to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards and promoting high standards. We are expert leaders in school and trust governance, providing information, advice and guidance, professional development and e-learning.

We represent the views of governors, trustees and clerks at a national level and work closely with, and lobby, UK government and educational bodies.

www.nga.org.uk

As governors, we will focus on our strategic functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

As individuals on the board we agree to:***Fulfil our role & responsibilities***

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day to day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's reputation in our private communications (including on social media).

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (i.e. as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.

3. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

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

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business and these will be recorded in the Register of Business Interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act in the best interests of the school as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database of governors (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by Robert Le Kyng Governing Body September 2020

Signed Chair of Robert Le Kyng Governing Body

The governing board agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the full governing board.

Governing Board Annual Work Planner

This document aims to assist governing boards in planning agendas for the year. Please note, the items included within this document are neither prescriptive nor exhaustive, but aim to help governing boards to meet their statutory duties and to ensure meetings are focused and effective. Items have been divided between specific headings to help governing boards' link items to their committee structures.

Chairs and clerks may find it helpful to plan their meetings using the planner, but should ensure that in working through agenda items, meetings still remain focused on raising attainment and achievement, and improving the well being of all pupils. Care should be taken to ensure that appropriate weight is given to the most important issues.

Items outlined within this document should be cross-referenced with your existing Scheme of Delegation to ensure that your Scheme is main resource for planning your agendas.

It should be noted that policy reviews for statutory policies only have been included within this annual planner. Governors should use 'The governing board guide to statutory and recommended policies and documents' to assist them with developing a comprehensive annual policy review cycle.

There are only a few items that are time bound e.g. agreeing the school budget before 30th June each year (maintained schools). The majority of items can be allocated to different agendas over the year. A shaded box indicates that the item cannot be delegated. It should be noted that a large number of the responsibilities of governors may be delegated to the Headteacher and this is strongly recommended where possible so that governors can focus on their overarching strategic roles.

'X' is shown where it may be legally possible to delegate to a level, but it would not be recommended. Significant decisions, monitoring and evaluation are best undertaken by the governing board or a committee with delegated authority, not by individuals.

However, it is recommended that significant decisions, monitoring and evaluation are best undertaken by the governing board or a committee with delegated authority, not by individuals. As long as it is in line with governing board regulations governing boards are free to decide for themselves.

For simplicity, not all details for academies are included. Trustees of academies must refer to their unique Articles of Association to ensure that they are compliant.

Governor Support – August 2020

Contents

Page	
3	<u>Admissions</u>
3	<u>Budget and Finance</u>
5	<u>Curriculum</u>
7	<u>Data Analysis and Target Setting</u>
7	<u>Exclusions</u>
7	<u>Governing Body Procedures</u>
8	<u>Health & Safety, Child Protection and Safeguarding</u>
9	<u>Premises and Insurance</u>
10	<u>Publications and Reports</u>
11	<u>Religious Education & Collective Worship</u>
12	<u>School Organisation</u>
13	<u>Self Evaluation and School Improvement</u>
13	<u>Staffing</u>

		Responsibility of:		Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor Head		

Admissions

1	To annually determine admission arrangements (Voluntary Aided/Foundation schools and Academies only)					
2	To consider admissions application decisions (Voluntary Aided/Foundation schools and Academies only)	X				
3	To undertake appeals against Local Authority directions to admit pupil(s) (Voluntary Aided/Foundation schools and Academies also community and VC schools where LA is the admissions authority.)	X				
4	To ensure that proposed admissions arrangements for autumn and the following year are published (Voluntary Aided/Foundation schools and Academies only)					
5	To Carry out consultation where changes to admission arrangements are proposed or the governing board has not consulted on their arrangements in the last seven years (VA and Foundation Schools and Academies)					
6	Admissions: application decisions Governing boards of VA and Academies must establish a dedicated admissions committee to allocate places, where they choose to delegate authority to committee level)	X				
7	To establish and publish an admissions appeal timetable (VA and academies)	X				

Budget and Finance

8a	To approve the budget by the 30 th June. Approve best value statement and return to the Local Authority (Maintained schools only)					
8b	To approve the budget and value for money statement and return budget forecast to the ESFA before 31 st July – (Academies only)					
9	To receive and monitor monthly income and expenditure reports		X			

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor	Head			
10	To agree annual action plans and monitor how school premiums are spent (i.e. PE and Sports Premium, Service Premium and Pupil Premium)			x	x		
11	To receive confirmation from HT or pay committee that all teachers' salaries have been reviewed and pay statements distributed						
12	To receive report from Business Manager/Bursar and analyse findings following any financial audit						
13	To establish a charging and remission policy			x	x		
14	To receive audited accounts of school funds						
15	To review contracts and services due for renewal (including insurance) and ensure that they adhere to best value (GB should agree financial limits)			x			
16	To review financial procedures, ensuring that they are robust and transparent						
17	To approve the limits of delegated authority for the Headteacher, governors and finance committee (if applicable)						
18	To review suggestions for income generation						
19 a	To complete the Schools Financial Value Standard checklist and agree actions arising from it. Return completed checklist to the LA in March (Maintained schools only) https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs						
19 b	To ensure completion and submission of the Financial Management and Governance Self- Evaluation (Academies only within 2 months of conversion)						

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor	Head			
19 c	To complete School Resource Management Self Assessment Tool and agree actions arising from it once a year and when required (Academies only) https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool						
20	To agree allocation for governors training and expenses (if there is an expenses policy see point 71)						
21	To receive report from Business Manager/Bursar and analyse outcomes from financial benchmarking						
22	To agree end of year surplus/deficit						
23	To review trustees', governors' and staff financial skills audit						
24	To agree financial training programme for staff, trustees and governors						
25	To ensure the budget has allocated funds to support the School Improvement Plan and any proposed changes in staffing structure						
26	To receive progress report on School Improvement / Development Plan priorities and the implications for the budget allocated for this						
27	To agree annual financial statement of accounts (Academies only)						
28	To ensure annual returns are filed with the Education and Skills Funding Agency (ESFA) by 31 December including audited accounts, financial statements, signed by the auditor and trustees (Academies only)						
29	To receive report from the Responsible Officer (or equivalent) on key elements of financial procedures (Academies only)						

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor	Head			
30	To establish an asset control and accounting policy and approve arrangements for recording assets. (Academies only)						
31	To establish a Risk Register						

Curriculum

32	To ensure the National Curriculum is taught to all pupils (Maintained schools only) To ensure the curriculum is broad and balanced.			X			
33	To consider disapplication for pupil(s)	X	X	X			
34	To be responsible for standards of teaching						
35	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside of the school day)			X	X		
36	To prohibit political indoctrination and ensure the balanced treatment of political issues						
37	To receive reports from curriculum leaders						
38	To receive an update from the Headteacher on the impact of curriculum development and review curriculum development priorities						
39	To ensure the school fully meets the learning, development and welfare requirements of the Early Years Foundation Stage (Maintained schools only)						
40	To review provision of independent and impartial careers education, information and advice						
41	To establish and review a Special Educational Needs and						

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor	Head			
	Disability (SEND) policy						
42	To designate a 'responsible person' for Children Looked After in Community, Voluntary and Foundation Schools		X				
43	To review provision for gifted, more able and talented pupils						
44	To ensure pupil target setting is robust and challenging and review pupil progress towards targets and attainment						
45	To decide to offer additional activities and to what form these should take (although this task is open to delegation under the Education (School Government) (Terms of Reference) (England) Regulations 2000, the expectation would be that these decisions would be undertaken by the full Governing Board)						
46	To cease providing extended school provision (although this task is open to delegation under the Education (School Government) (Terms of Reference) (England) Regulations 2000, the expectation would be that these decisions would be undertaken by the full Governing Body)						
47	To review the provision and impact of extended services						
48	To evaluate how well the school works to meet the needs of the local community and promotes Community Cohesion						
49	To ensure that equalities are embedded in all policies and frameworks						
50	To provide a set of written principles for the school behaviour policy and present these to the Headteacher, parents, staff and students for consultation. (The agreed statement to be published on the school website).		X				
51	To draft the school behaviour policy and publicise to staff, students and parents						

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor	Head			
52	Establish and review a sex education policy and ensure parents are informed of their right to withdraw their children	X	X	X			
53	Evaluate and monitor the implementation of the Relations Education (Primary) and Relationships and Sex Education (secondary) from September 2020 (or April 21 due to Covid-19). https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education						
54	Ensure careers provision is meeting the Gatsby Benchmarks (Secondary Schools only) https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks						

Data Analysis and Target Setting

55	To receive analysis of examination results and key stage assessments and consider implications in relation to targets set						
56	To review attendance and exclusions data						
57	To review unvalidated data on Key Stage assessment against expected outcomes						
58	To review the destination of school leavers (Secondary schools only)						

Exclusions

59	To consider parents representation about exclusions						Not Applicable
60	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total						Not Applicable

		Responsibility of:			Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor	Head		
	in a term or would lose the opportunity to sit a public examination (may be delegated to the Chair of Vice Chair in cases of urgency).					

Governing Body Procedures

61 a	To review instrument of government (LA maintained schools only)					
61 b	To amend the articles of association (academies only by the members of the academy trust)				Members only	
62	Ensure focus on three core strategic functions <ol style="list-style-type: none"> 1. Ensuring clarity of vision, ethos and strategic direction 2. Holding the executive leader to account for the educational performance of the organisation and its pupils and the performance management of the staff 3. Overseeing the financial performance of the school and making sure its money is well spent 					
63	To appoint (and remove) the chair and vice-chair					
64	To appoint and dismiss the clerk to the governors					
65	To appoint and remove co-opted governors (for academies this may be the members of the academy trust – articles of association will need to be checked)					
66	To appoint Local Authority Governors					
67	To agree governor induction and training programme					

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee		Governor	Head		
68	To appoint a designated qualified teacher to be responsible for co-ordinating SEND provision	X	x	X			
69	To consider whether or not to exercise delegation of functions to individuals or committees						
70	To regulate the GB procedures (where not set out in law)						
71	To approve and set up a governors expenses scheme (Governors Allowances Policy)			X	X		
72	To set up a register of governors' business/conflict of interest, review annually and ensure declarations are made where appropriate at all meetings			X			
73	To make arrangements for an Annual General Meeting (Academies only if required – see your Articles of Association)						
74	Ensure company records including details of directors are updated with Company House (Academies only)						
75	Ensure governors' details are accurately recorded Get Information about Schools (GIAS) and the school website						

Health & Safety, Child Protection and Safeguarding

76	To ensure a Health and Safety policy and procedures are in place						
77	To ensure that health and safety regulations are followed	X	X	X			
78	To monitor implementation of the Health & Safety Policy and Child Protection Policy and Procedures			X	X		
79	To receive report on the effectiveness of the Health & Safety Policy						
80	To conduct inspections of buildings, plant and equipment						

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor	Head			
81	To ensure risk assessments of the site are conducted and appropriate action is taken in line with the Health and Safety policy						
82	To receive Health, Safety and premises audit and address issues identified, setting financial allocation as appropriate						
83	To ensure that the school complies with Health and Safety regulations, seeking external advice where appropriate						
84	To ensure fire risk assessments are undertaken						
85	To ensure minibus safety requirements are being adhered to						
86	To review health and safety, child protection and safeguarding training requirements for staff and governors and ensure courses are being attended where appropriate						
87	To ensure effective records are kept with respect to health & safety and safeguarding						
88	To adopt and review annually a Safeguardin/Child Protection policy and relevant procedures			X			
89	To appoint a designated teacher for looked after children	X	x	x			
90	To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the Prevent Duty in to the Child Protection policy						
91	To receive an annual review on effectiveness of safeguarding and interim updates						

	Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
	Full GB Committee	Governor	Head			

Premises and Insurance

92	To inspect the premises, grounds and equipment and prepare a statement of costed priorities for maintenance and development for the approval of the full GB (with reference to the Asset Management Plan or similar property asset register.)					
93	To seek advice from LA, diocese or trustees in relation to buildings insurance and personal liability (good practice - full GB decision)		X	X		
94	To develop school buildings strategy or master plan and contribute as required to LA Asset Management Planning arrangements (good practice – full GB decision)					
95	To procure and maintain buildings, including developing a properly funded maintenance plan					
96	To approve the costs and arrangements for maintenance, repairs and redecoration within the budget allocation					
97	To apply for capital funding and grants where appropriate to maximise development of the premises					
98	To monitor the implementation of capital works programmes					
99	To establish an accessibility plan and review it every 3 years			X		
100	To ensure School Premises alteration forms are being sent to the LA (if applicable)					
101	To refer to the school's premises logbook to make sure the school is compliant with guidance on asset management and premises alterations					

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor	Head			
10 2	To conduct risk assessments as appropriate						

Publications and Reports

10 3	To review the school's mission statement and ensure continued relevance						
10 4	To ensure the annual review on safeguarding/child protection is returned to the LA						
10 5	To establish and approve a SEND policy						
10 6	To ensure parents can access an annual report on the effectiveness of the school's provision for pupils with SEN and those with disabilities and medical needs						
10 7	To ensure parents can access an annual report on the effectiveness of the school's equalities scheme and equalities objectives compliance with the three strands of the Public Sector Equality Duty (Review equality objectives every 4 years)			X			
10 8	To consider ways of accounting to parents for the work of the governing board						
10 9	To ensure the school webpages are regularly updated and report on a range of statutory elements replacing the need for a hard copy school prospectus unless requested. (Academies are also required to publish a number of additional key documents – e.g. Annual Accounts, Annual Report, Memorandum and Articles of Association, Funding Agreement and list of names of governors of the Academy Trust)						
11 0	Review the complaints procedure and publish on the school website			X	X		

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor	Head			
11 1	To establish and publish and Freedom of Information Scheme and ensure the school complies with it			X			

Religious Education & Collective Worship

11 2	To ensure provision of RE in line with school's basic curriculum (this must fall into line with locally agreed syllabus)						
11 3	To decide to revert to previous RE syllabus (Foundation Schools except VA of religious character)						
11 4	To decide to provide RE according to trust deed/specified denomination (VA schools with religious character, Foundation and VC schools of religious character at request of parents)						
11 5	To decide to provide RE in line with locally agreed syllabus (VA schools – only if parents request it. All other schools not covered in 112 above)						
11 6	To ensure that all pupils take part in a daily act of collective worship, after consulting GB						
11 7	To make application to SACRE, concerning the requirements for collective worship to disapply, after consulting GB (schools without a religious character)						
11 8	To make arrangements for collective worship after consulting full GB (schools without religious character)						
11 9	To make arrangements for collective worship, after consulting Headteacher (Foundation schools of religious character, VC or VA schools)						

	Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
	Full GB Committee	Governor	Head			

School Organisation

120	To consider forming a federation or joining an existing federation or conversion to academy status					
121	To consider requests from other schools to join your federation, academy chain (if applicable)					
122	To leave a federation (if applicable)					
123	To publish proposals to change category of school					
124	To establish a data protection policy and review it at least every 2 years	X		X		
125	Maintain a register of pupil attendance	X	X	X		
126	To set the times of school sessions and the dates of school terms and holidays (not LA maintained or Voluntary Controlled schools)		X	X		
127	To ensure that the school meets for 380 sessions in a school year (maintained schools only)					
128	To determine whether to publish a home-school agreement (no longer statutory)			X		
129	To ensure provision of free school meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable)	X	X	X		
130	To ensure that school lunch nutritional standards are met (School food regulations 2015)	X	X	X		

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor	Head			

Self-Evaluation and School Improvement

13 1	To review outcomes of school self-evaluation process and links to school improvement plan						
13 2	To review progress of school improvement priorities and consider implications						
13 3	To identify priorities for new school improvement plan						
13 4	To evaluate the impact and effectiveness of the governing board over the past year						
13 5	Undertake a trustees'/governors' skills audit and prioritise training and development for the year						

Staffing

13 6	To agree membership of selection panel for Headteacher appointments						Not applicable
13 7	To agree membership of selection panel for Deputy Headteacher appointments						Not applicable
13 8	Appoint selection panel for other members or the senior leadership team		X	X	X		Not applicable
13 9	To ratify or reject decisions of appointed selection panels						Not applicable
14 0	To undertake appointment of teachers	X	X	X			Not applicable
14 1	To undertake appointment of support staff	X	X	X			Not applicable

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee		Governor Head			
142	To adopt and review a pay policy annually			X			
143	To undertake the dismissal of the Headteacher	X		X			Not applicable
144	To undertake dismissal of other staff members	X	X	X			Not applicable
145	To undertake suspension of the Headteacher	X					Not applicable
146	To undertake suspension of other members of staff	X	X	X			Not applicable
147	To consider ending the suspension of the Headteacher						Not applicable
148	To consider ending the suspension of other members of staff						Not applicable
149	To agree whether the Chief Education Officer/diocesan authority should have advisory rights (Voluntary Aided and Foundation schools only)			X			
150	To determine dismissal/early retirement payments			X			Not applicable
151	To assess progress of any school improvement priorities relating to staffing						
152	To review budget and programme for staff CPD ensuring it is being implemented and meeting the needs of staff						
153	To review reports on the quality of teaching (provided by the Headteacher) and consider actions						
15	To review strategies for retaining and recruiting the next						

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee	Governor Head				
4	generation of school leaders						
15 5	To review work/life balance of staff						
15 6	To appoint 2 or 3 governors to conduct the performance management review of the Headteacher						
15 6	To monitor progress of Headteacher's performance against objectives throughout the year						
15 8	To carry out appraisal of other teachers						
15 9	To receive summary outcomes of Headteachers and teachers' performance management review and make decisions in line with the pay policy and legal requirements (In some schools, particularly larger ones, it may be appropriate to delegate deciding pay discretions to the headteacher. However, in this case it is a good idea for the governing board to quality assure the decisions made, for example by spot checking a selection.)						
16 0	To prepare pay statements	X	X	X			
16 1	To evaluate the impact of performance management and pay policies ensuring procedures are applied consistently across the school and that pay awards/scales correlate with performance in all areas of the school. (Make recommendations for amendments to policy where appropriate).						
16 2	To agree training to be undertaken by staff and governors e.g. safer recruitment, appointments and aspects of employment law						
16 3	Setting the overall staffing structure			X			

		Responsibility of:				Which committee/governor (if delegated)	Which meeting (insert date)
		Full GB Committee		Governor Head			
16 4	To consider staffing needs and recruitment/redundancy for the new academic year						
16 5	Produce and maintain a central record of recruitment and vetting checks	X	X	X			
16 6	Establish and review procedures for addressing staff discipline, conduct and grievance						

Robert Le Kyng Primary School

Terms of Reference Staffing Committee

Introduction

Safeguarding is the term used to denote the duties and responsibilities that schools have to carry out to protect individuals from harm. The DfES (2006) has stated that the objective of safeguarding is to provide a safe environment to learn in and to identify those suffering or likely to suffer significant harm; it is then to take appropriate action to ensure that these children are kept safe both at home and at school. To do this it must include safer recruitment and should include safeguarding policies and an overarching strategic purpose to create and maintain a safe and secure environment.

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to the guidance 'Safeguarding Children and Safer Recruitment in Education DfES 2007'

Child protection and safeguarding is the responsibility of all staff & Governors at Robert Le Kyng.

Therefore, safeguarding is built into all areas of School life, and affects everyone connected to the school. Robert Le Kyng Primary School recognises that safeguarding applies to a wide range of policies and Governance Activity.

Robert Le Kyng Primary School Governing Body recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children, and we will carry out this duty through our effective governance of the school. It is expected that our children will at all times, flourish in a safe and stimulating environment; they should feel safe and secure, and encouraged to relate to trusted adults.

Within the terms of reference of the Standards & Community committee the Governing Body will ensure that all its actions and decision support the Safeguarding of Children, through use of, for example, School Improvement Notes of Visit, to ensure that every child can make the most of the learning opportunities provided at Robert Le Kyng.

Members of Committee

1. The committee shall consist of no less than 3 members of the full governing body.
2. These terms of reference shall be reviewed annually by the committee and ratified by the full Governing Body.

Meetings of the Committee

1. The committee shall meet at least three times a year with additional meetings as required.
2. A quorum of three committee members will apply for all meetings.
3. Meetings shall be minuted by any member of the committee and forwarded to all governors and the Headteacher.
4. A report of all meetings shall be made at the next meeting of the full Governing Body.

Key Tasks

Staff Development

- | | |
|---|----------------|
| 1. Recommend strategy for staff development – teaching, on-teaching, full and part time posts in line with school’s long term objectives. | Committee |
| 2. Recommend staffing levels. | Committee |
| 3. Decide staffing levels and number of posts to be filled. Agree School Staffing Structure. | Governing Body |
| 4. Consider further options as opportunities arise for the creation/deletion of posts | Committee |

Recruitment & Appointment

- | | |
|---|-----------------------|
| 1. Strategies for presenting school to all potential members of staff. | Headteacher |
| 2. Drawing up job/person specifications: from Clerk to Governing Body to Deputy Head. | Headteacher |
| 3. Drawing up and placing advertisements: from Clerk to Governing Body to Deputy Head | Headteacher |
| 4. Short listing of candidates: for MDSA’s and Teaching Assistants | Headteacher |
| 5. Interviewing of candidates: for MDSA’s and Teaching Assistants | Headteacher |
| 6. Short listing of candidates: for teaching post | Headteacher/Committee |
| 7. Interviewing of candidates: for teaching posts | Headteacher/Committee |
| 8. Arrange administrative aspects of appointments | Headteacher |
| 9. Arrange confirmation of selection decisions | Headteacher |
| 10. Appointment of Headteacher | Governing Body |

Induction

- | | | |
|----|--|-------------|
| 1. | Decide on form of induction programme for new members of staff | Headteacher |
|----|--|-------------|

Performance Management

- | | | |
|----|--|----------------------------|
| 1. | Monitor & review the Performance Management System. | Committee |
| 2. | Carry out Performance Management of the Headteacher. | Selected Committee members |
| 3. | Carry out Performance Management of staff. | Headteacher & SMT |

Initial Teacher Training (ITT)

- | | | |
|----|--|-------------|
| 1. | Review the arrangements between the school and institutes of Higher Education in the procedures for Initial Teacher Training | Headteacher |
|----|--|-------------|

Liaison & Reporting

- | | | |
|----|---|--------------------|
| 1. | Provide written/verbal reports to and take instructions from the Governing Body | Chair of Committee |
|----|---|--------------------|

Remuneration

- | | | |
|----|---|----------------|
| 1. | Recommend a Pay Policy applying to all members of staff involving the criteria to be used and the procedure to be followed. | Committee |
| 2. | Agree the above. | Governing Body |
| 3. | Annual performance review of Headteacher. | Committee |
| 4. | Agree & carry out the annual pay review for the Headteacher. | Committee |
| 5. | Confirm changes to remuneration or setting salaries on appointment are reflected in school budget. | Committee |

Staffing Procedures

The Procedures include Appointment, Disciplinary, Capability, Grievance, Probationary, Appeals & Termination of Employment.

- | | |
|--|--------------------|
| 1. Recommend LA Staffing Procedures, amend or replace them.
(Make these procedures available to all employees.) | Committee |
| 2. Agree the above. | Governing Body |
| 3. Implement Staffing procedures | Committee |
| 4. Arrange setting up of Appeals Panel | Clerk to Governors |
| 5. Review Staffing Policies & Procedures annually & ensure they reflect current legislation. | Committee |

In accordance with the Discipline Procedure the following delegations apply:-

- | | |
|--|-------------------------|
| 1. Power to suspend Headteacher. | Chair of Governing Body |
| 2. Power to suspend other members of staff, in consultation with Staffing Committee if time allows | Headteacher |
| 3. Power to lift suspension of a member of staff | Committee |
| 4. Liaise with Headteacher & Child Protection Co-ordinator over Child Protection Issues. | Chair of Governing Body |
| 5. Investigate cases where Headteacher is the subject of a disciplinary investigation, with assistance of representative of the Director of Children's Services. | Chair of Governing Body |

Supply Cover

- | | |
|---|-------------|
| 1. Decide on policy of use of supply cover. | Headteacher |
|---|-------------|

Leave of Absence

- | | |
|--|----------------------------|
| 1. Implement the procedure in LA Administrative Manual for leave of Absence of members of staff. | Headteacher /
Committee |
|--|----------------------------|

Curriculum:

Robert Le Kyng School does not have a specific Curriculum Committee. In 2010/11, it was decided by the Governing Body that this was such an important part of the school Curriculum matters would be dealt with as part of full Governing Body meetings. The responsibilities below are set out as a guide for this matter.

National Curriculum**The following are the responsibility of the Headteacher**

1. To advise the Governing Body on curriculum matters and its statutory obligations regarding the National Curriculum
2. To be responsible for the day to day decisions about the management of the curriculum.
3. To lift or change the National Curriculum for an individual pupil.
4. To decide on the level of resources required in each curriculum subject in accordance with the overall structure of the School Improvement Plan.
5. To decide upon reporting strategies that will enable the Governing Body to be sufficiently informed as to fulfil its statutory duty to ensure the National Curriculum in being implemented throughout the School.

The following are the responsibility of the Governing Body

1. To hear appeals against a decision to lift or change the National Curriculum for an individual pupil
2. To hear complaints about the curriculum according to approved procedure.
3. To provide information to the Governing Body about how the curriculum is planned, taught evaluated and resourced through Subject Link Governors, Subject Co-ordinators and the Headteacher.

Religious Education

1. To monitor RE in accordance with agreed syllabus.

Policy Review

1. To review policies as required in accordance with the Policy Procedure.
2. To review the policy and provision for Religious Education and Collective Worship
3. To review the policy and provision for sex education and monitor its provision.

Communication

1. Monitoring effective communication with all stakeholders and wider community.
2. Annually review the prospectus.
3. Fostering and maintaining links with the community

To be reviewed September 2020

Robert Le Kyng Primary School

Terms of Reference Resources Committee

Introduction

Safeguarding is the term used to denote the duties and responsibilities that schools have to carry out to protect individuals from harm. The DfES (2006) has stated that the objective of safeguarding is to provide a safe environment to learn in and to identify those suffering or likely to suffer significant harm; it is then to take appropriate action to ensure that these children are kept safe both at home and at school. To do this it must include safer recruitment and should include safeguarding policies and an overarching strategic purpose to create and maintain a safe and secure environment.

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to the guidance 'Safeguarding Children and Safer Recruitment in Education DfES 2007'

Child protection and safeguarding is the responsibility of all staff & Governors at Robert Le Kyng.

Therefore, safeguarding is built into all areas of School life, and affects everyone connected to the school. Robert Le Kyng Primary School recognises that safeguarding applies to a wide range of policies and Governance Activity.

Robert Le Kyng Primary School Governing Body recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children, and we will carry out this duty through our effective governance of the school. It is expected that our children will at all times, flourish in a safe and stimulating environment; they should feel safe and secure, and encouraged to relate to trusted adults.

Within the terms of reference of the Resources and Staffing committees the Governing Body will ensure that all its actions and decision support the Safeguarding of Children, through use of, for example, Safer Recruitment procedures to ensuring effective maintenance of the school, to ensure that every child can make the most of the learning opportunities provided at Robert Le Kyng.

Membership of the Committee

The committee shall consist of no less than three members of the full Governing Body.

These terms of reference shall be reviewed annually by the committee & ratified by the full Governing Body.

Meetings of the Committee

The committee shall meet termly with additional meeting as required.

A quorum of three committee members will apply for all meetings.

Meetings shall be minuted by the clerk of the committee & forwarded to all members & the Headteacher.

A report of all meetings shall be made at the next meeting of the full Governing Body.

Key Tasks

Finance

Planning the Budget

- | | | |
|----|--|----------------|
| 1. | Identify priorities with reference to the School Development Plan. | Governing Body |
| 2. | Make recommendations & proposals. | Headteacher |
| 3. | Draft initial financial plan & submit to Finance Committee. | Headteacher |
| 4. | Brief committee on additional mid-year projects. | Headteacher |
| 5. | Examine projections of spending. | Committee |
| 6. | Examine recommendations & proposals. | Committee |

Approving the Budget

- | | | |
|----|--|----------------|
| 1. | Decide annual allocations. | Governing Body |
| 2. | Establish process for checking the accuracy of the budget. | Governing Body |

Monitoring the Budget

- | | | |
|----|--|--------------------|
| 1. | Termly review. | Committee |
| 2. | Collate information & present reports to Governing Body & Committee. | Chair of Committee |
| 3. | Daily budget management. | Headteacher |

Virement

- | | | |
|----|---|-------------|
| 1. | Decide upon major virements for items greater than £3,000 in response to in year budget variations. | Committee |
| 2. | Decide upon minor virements for items of £3,000 or less in response to need during course of year. | Headteacher |

Local Payments System

- | | | |
|----|---|-------------|
| 1. | Research & negotiate terms of available accounts. | Committee |
| 2. | Decide upon a particular account. | Committee |
| 3. | Set up & operate account. | Headteacher |
| 4. | Designate signatories for cheques. | Headteacher |
| 5. | Define limit of amount drawn on LMS single cheque/BACS at £10,000.

Use of fuel card to purchase fuel up to £70

Use of charge card to purchase items from the internet up to £2000 | Committee |
| 6. | Planned Commitments - Fixed Term or Period Total Value up to £10,000

Planned Commitments - Fixed Term or Period Total Value above £10,000 (Tender) | Headteacher |
| 7. | Un-planned Commitments but within budget - Fixed Term or Period Total Value up to £3,000 | Committee |
| 8. | Un-planned Commitments but within budget - Fixed Term or Period Total Value above £3,000 | Headteacher |
| 9. | Cheques/BACS up to £10,000 Headteacher plus one staff signatory
Cheques/BACS over £10,000 Headteacher plus Chairperson of Finance committee or FGB Chairperson / Vice Chairperson
Cheques up to £300.00 Petty Cash – Headteacher plus one staff signatory
Cheques/BACS up to £50.00 per academic year for Governor Expenses – Headteacher plus one staff signatory | Committee |

Reconciliation of Information

- | | | |
|----|---|----------------|
| 1. | Check elements of budget information received from Local Authority. | Committee |
| 2. | Seek clarification & initiate enquiries. | Committee |
| 3. | Ensure all school finances are audited. | Governing Body |

Use of & policy on Rollover

- | | | |
|----|---|-----------|
| 1. | Monitor & identify areas of overspend/under spend in course of, or at end of, financial year. | Committee |
| 2. | Consider implications for budget planning. | Committee |

Income Generation

- | | | |
|----|---|----------------|
| 1. | Plan & initiate activities. | Governing Body |
| 2. | Incorporate projected income & budget planning. | Committee |

Site & Premises

- | | | |
|----|---|-----------|
| 1 | Regular monitoring of conditions of site and premises including Health and Safety | Committee |
| 2 | Receiving equipment, utilities, decoration, repairs and finance reports. | Committee |
| 3. | To receive reports that are of concern or non-compliance and to initiate remedial actions | Committee |

Robert Le Kyng Primary School

Governors Visits Policy

1 Aims and objectives

1.1 The school welcomes the governing body's active involvement in its life. Governors are encouraged to visit the school during the working day to:

- Advise the whole governing body on its fulfilment of its statutory role;
- meet with the headteacher, senior staff, SIA (School Improvement Advisor) or LA officers;
- improve governor knowledge of the ethos of the school and awareness of the work in the curriculum;
- observe school policies in action;
- carry out specific responsibilities on behalf of the governing body, e.g. health and safety checks;
- observe classroom practice;
- develop governor links with staff, new staff, pupils and parents/carers;
- attend school functions;
- assist with understanding the effectiveness of the current School Improvement Plan (SIP);
- have an enhanced level of understanding of an aspect of the school's work so that the governing body as a whole has a deeper context for its decision-making and monitoring roles;
- assist the headteacher in staff selection, job descriptions, person specifications and interviews;
- highlight the needs for particular resources.

1.2 We recognise that the role of a governor on a school visit does not include making a qualitative judgement about a professional matter, i.e. the quality of teaching in individual lessons.

2 Timetable of visits

2.1 We hope that all governors will be able to visit the school during the working day at least once a year.

2.2 We offer all new governors an introductory visit as soon as possible after their appointment.

2.3 We recognise that pre-planning is essential if the governor's visit is to be of worth, and that professional courtesies are to be observed. Members of the governing body agree that visits will always be discussed and arranged through the headteacher. Staff will always be notified of the purpose of the visit in advance.

3 Visits to classrooms

3.1 The school welcomes governors' presence in lessons. The school will prepare for such visits by providing visitors with information about the purpose of the lesson and suggestions for the role a governor might play, e.g. a sample list of questions that pupils might be asked during their independent work.

3.2 The governing body agrees that any report, written or oral, made to the governing body following classroom visits, will have been discussed with the headteacher and member(s) of staff beforehand. The governing body recognises that no teacher or other member of staff should be identifiable through the report, and that no qualitative judgement about a professional matter, i.e. the quality of teaching in individual lessons, will be made.

3.3 The governing body recognises that any information about any individually named pupil's attainment or progress should not form part of the visit or be communicated in any subsequent report.

3.4 Governors recognise that no comment about the lesson, its content or the pupils should be made within the hearing of any pupil.

3.5 Governors agree that visits to classrooms containing pupils from their own families should be avoided where possible.

4 *Activities away from classrooms*

4.1 Individual governors are encouraged to gain a deeper understanding of the work of the school through links to specific areas of the School Improvement Plan. Subject leaders are given time within their work plans to discuss subject policies, strengths and weaknesses within the subjects including overall standards, and action plans for school improvement. Governors, for their part, are encouraged to report the main points to the Governing Body.

4.2 Governors are encouraged to attend all events at which parents/carers are present. They should wear an identification badge and encourage parents and carers to discuss the school. Any feedback should be discussed with the headteacher and reported to the governing body in such a way that no parent or carer can be identified.

4.3 Governors are encouraged to attend and play a full part in staff professional development days. Governors planning to attend should inform the headteacher beforehand.

5 *Monitoring and review*

5.1 This policy will be discussed with staff and reviewed by the governing body every two years, or earlier if necessary.

Reviewed: May 2019

Date of next review: May 2021



Robert le Kyng Primary School Complaints Policy

Introduction

Robert le Kyng Primary School endeavours to provide the best education possible for all of its pupils in an open and transparent environment. We welcome any feedback that we receive from parents, pupils and third parties, and we accept that not all of this will be positive. Where concerns are raised the school intends for these to be dealt with:

- Fairly
- Openly
- Promptly
- Without Prejudice

In order to do so, the governing body of Robert le Kyng Primary School has approved the following policy which explains what you should do if you have any concerns about the school. All members of staff will be familiar with the policy and will be able to assist you.

Which policy do I need?

Sometimes, when concerns are more specific, there are alternative and more appropriate policies for dealing with them. The following list details specific topics of complaints, and the correct policy to refer to. You can access these policies on the school website or ask for a copy from the main school reception.

- Pupil admissions; please contact Swindon Borough Council School Admissions team.
- Pupil exclusions; please see the school's Behaviour policy and SBC exclusion procedures.
- Staff grievance, capability or disciplinary; these are covered by the school's Staff Discipline, Conduct and Grievance policy.
- Where the complaint concerns a third party used by the school; please complain directly to the third party themselves.
- Anonymous complaints – please refer to the Whistleblowing policy.
- Subject Access Requests and Freedom of Information Requests – please see the school's Data Protection policy.

Raising concerns

Is it a concern or a complaint?

“A concern may be defined as ‘an expression of worry or doubt over an issue considered to be important for which reassurance is sought’”. (DfE Jan 2016)

The majority of concerns can be dealt with without resorting to the complaints policy. Where you have a concern about any aspect of the school or your child's education or wellbeing, raise this with your child's Class Teacher via the phone, email or in person. Ideally, they will be able to address your concerns on the spot, or can arrange a meeting with you to discuss the issue.

All concerns will be dealt with confidentially, although the staff member may need to take notes if they feel that the matter may need to be taken further or it may arise again in the future. Any such notes will be kept in accordance with the principles of the Data Protection Act 1998. However, such notes would be able to be used as evidence if further investigation was required, or if the concern became a formal complaint.

"A complaint may generally be defined as 'an expression of dissatisfaction however made, about actions taken or lack of action.'" (DfE Jan 2016)

Depending on the nature of the complaint, you may choose or be asked to follow the school's complaints procedure. Complaints need to be made within three months of the incident occurring, although exceptions to this timeframe will be considered if there are extenuating circumstances.

Safeguarding

Wherever a complaint indicates that a child's wellbeing or safety is at risk, the school is under a duty to report this immediately to the local authority. Any action taken will be in accordance with the school's Safeguarding and Child Protection policy which can be found on the school's website.

Social Media

In order for complaints to be resolved as quickly and fairly as possible, Robert le Kyng Primary School requests the complainants do not discuss complaints publically via social media such as Facebook and Twitter. Complaints will be dealt with confidentially for those involved, and we expect complainants to observe confidentiality also.

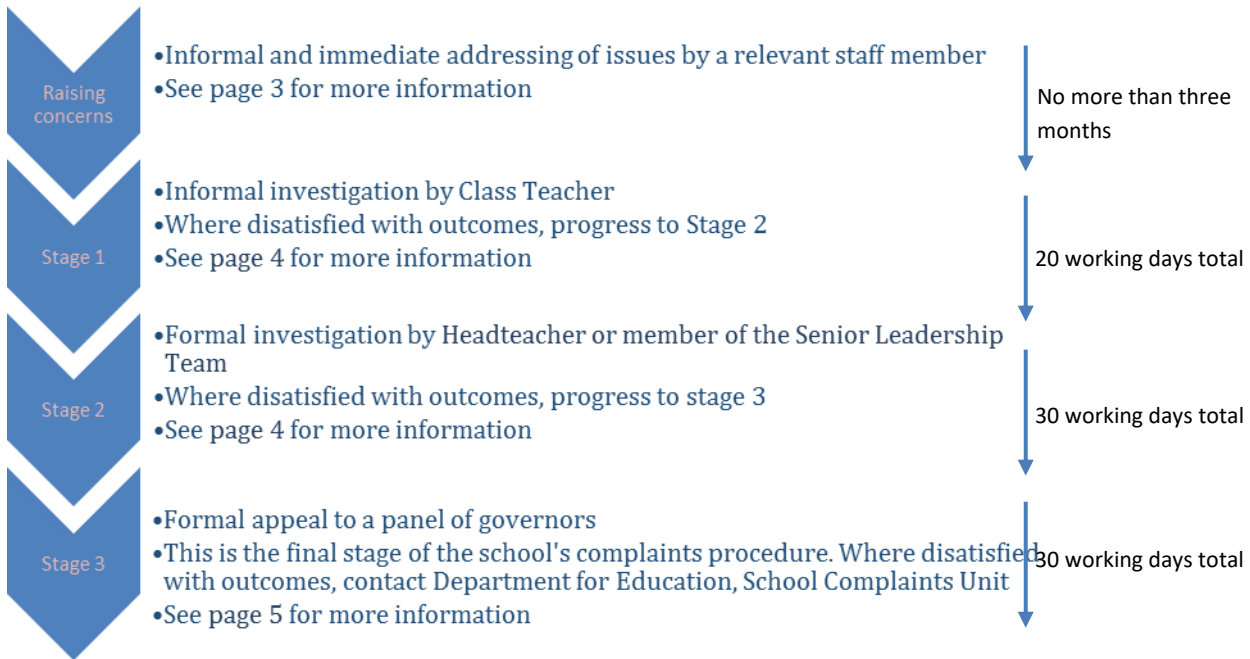
Complaints that result in staff capability or disciplinary

If at any formal stage of the complaint it is determined that staff disciplinary or capability proceedings are necessary in order to resolve the issue, the details of this action will remain confidential to the Headteacher and/or the individual's line manager. The complainant is entitled to be informed that action is being taken and the eventual outcome of any such action, but they are not entitled to participate in the proceedings or receive any detail about them.

Procedure

If you need to raise an issue in the first instance, please do so with the relevant member of staff who will be happy to talk to you and seek to establish a solution. If you are not satisfied with this response and believe the issue has not been resolved, please use the following procedure as detailed below.

Timeline



Timeframes

Robert le Kyng Primary School will endeavour to abide by timeframes stated under each stage but acknowledges that in some circumstances, this is not always possible due to the complexity of information needed to review a complaint or difficulties regarding an individual's availability to deal with the complaint, for example. If it becomes apparent that it is not possible to complete any stage of the complaints procedure within a given timeframe, the individual responsible for handling the complaint will contact the complainant as soon as possible and come to an agreed timeframe that works for all parties involved.

Robert le Kyng Primary School reserves the right not to investigate complaints that have been made three months after the subject of the complaint took place, except in exceptional circumstances. What is meant by exceptional circumstances is where new evidence has come to light, where the complaint is of an especially serious matter or where there is reasonable justification for why the complainant has been unable to raise the complaint before this time. The Headteacher will review the situation and decide whether or not to enact the complaints procedure, informing the chair of governors of the decision.

Who should I approach?

Educational matters: Class Teacher

Pastoral care: Class Teacher

Disciplinary matters: Headteacher

Financial/Administration matters: Headteacher

Complaint about a staff member's conduct: direct approach to the staff member themselves. Where this does not resolve the situation, their line manager should be approached.

Complaints about the Headteacher or the governors

Where a complaint relates to the Headteacher, the complainant should first directly approach the Headteacher in an attempt to resolve the issue informally. If the complainant is not satisfied with this outcome they should notify the clerk to the governors (see contact details at the end of the document). The Stage 2 process will then commence, but with the chair of governors as the individual responsible for the investigation rather than the Headteacher.

Where a complaint relates to a governor, the same process applies as for the Headteacher. Where a complaint concerns the Chair of Governors, the individual should contact the clerk to the governors. Informal resolution will be sought, but where this fails, the complaints procedure at Stage 3 will take immediate effect. The Vice-Chair of Governors will mediate any proceedings.

Stages of the Complaint

Stage 1 – Informal investigation by a Class Teacher

Where, as a result of raising a concern, the complainant still feels that the issue has not been addressed, or where the outcome has been that the complaint needs further investigation than can be resolved briefly, they may progress by making an informal complaint. In doing so, the following steps will be followed:

1. Complainant contacts the Class Teacher.
2. The complainant must explain in writing
 - An overview of the complaint so far
 - who has been involved
 - why the complaint remains unresolved
 - action they would like to be taken to put things right.
3. The Class Teacher will respond within 5 working days (excluding those which fall in the school holidays) of having received the written complaint. They will explain what action they intend to take.
4. Where the complaint is about a member of staff or a school governor, the Class Teacher will arrange an informal mediation meeting between the two parties to see if a resolution can be come to.
5. The Class Teacher will provide a written confirmation of the outcome of their investigation within 15 working days (excluding those which fall in the school holidays) of having sent confirmation of the intended action. Where the complainant is not satisfied with the outcome, they are able to progress to stage 2 of the complaints process, and launch a formal written complaint.
6. The staff member will make a record of the concern and the outcomes of the discussion which will be held centrally for twelve months, in line with the principles of the Data Protection Act 1998

Stage 2 – Formal investigation by Headteacher

1. The complainant may submit a formal complaints form to the Headteacher. See the end of the policy for the Headteacher's contact details and for a copy of this form.
2. The Headteacher will respond in writing within 10 working days (excluding those that fall in the school holidays) of the date of receipt of the complaint to acknowledge receipt of the complaint and explain what action will be taken, giving clear timeframes.
3. A log of all correspondence in relation to the complaint will be kept in accordance with the Data Protection Principles.
4. The Headteacher will consider all relevant evidence; this may include but is not limited to:
 - a statement from the complainant,
 - where relevant a statement from an individual who is the subject of the complaint
 - any previous correspondence regarding the complaint
 - any supporting documents in either case
 - interview with anyone related to the complaint.
5. The Headteacher may decide to have a meeting with the complainant (and where relevant, the subject of the complaint) if they feel that it would be appropriate for the investigation.
6. After considering the available evidence, the Headteacher can:
 - Uphold the complaint and direct that certain action be taken to resolve it
 - Reject the complaint and provide the complainant with details of the stage three appeals process
 - Uphold the complaint in part: in other words, the Headteacher may find one aspect of the complaint to be valid, but not another aspect. They may direct for certain action to be taken to resolve the aspect that they find in favour of the complainant.
7. The Headteacher must inform the complainant of their decision in writing within 20 working days (excluding those that fall in the school holidays) of having issued written acknowledgement of the receipt of the complaint. They must explain clearly why they have come to the decision that they made. They must detail any agreed actions as a result of the complaint. Finally, they must provide the complainant with details of how to progress the complaint to stage three if they are not satisfied, providing them with the contact details of the clerk to the governors (see the end of the policy for these).

Stage 3 – Appeal – review by a panel of the governing body.

If the complainant wishes to appeal a decision by the Headteacher at stage 2 of the procedure, or they are not satisfied with the action that the Headteacher took in relation to the complaint, the complainant is able to appeal this decision.

They must write to the clerk (see the contact details at the end of the policy) as soon as possible after receiving notice of the Headteacher's decision, briefly outlining the content of the complaint and requesting that a complaints appeal panel is convened.

The clerk will fulfil the role of organising the time and date of the appeal hearing, inviting all the attendees, collating all the relevant documentation and distributing this 5 days in advance of the meeting, recording the proceedings in the form of minutes, and circulating these and the outcome of the meeting.

The complainant must request an appeal panel within 4 weeks of receiving the Headteacher's decision or it will not be considered, except for in exceptional circumstances. On receipt of this written notification, the following steps will be followed:

1. The clerk will write to the complainant within five working days (not including the school holidays) to confirm receipt of the appeal request and detail further action to be taken.
2. The clerk will convene a panel of three school governors. All three panel members will have no prior knowledge of the content of the complaint
3. The appeal hearing will take place within 20 working days (excluding those which fall in the school holidays) of receipt of the date of the confirmation letter from the clerk to the complainant, confirming the appeal.
4. In addition to the panel, the following parties will be invited, where applicable:
 - the complainant
 - the Headteacher who dealt with the complaint at Stage 2
 - where the complaint regards a member of staff, the staff member who is the subject of the complaint.

The complainant is also able to bring a companion with them to the hearing if they wish. Where the subject of the complaint is a member of staff, that staff member is also able to bring a companion with them.

The companion will be a friend or a colleague. Neither party is able to bring legal representation with them. If after the hearing any party feels that legal action is necessary, please see the contact details at the end of the policy.

5. If the attendance of any pupils is required at the hearing, parental permission will be sought if they are under the age of 18. Extra care will be taken to consider the vulnerability of children where they are present at a complaints hearing.
6. Where the complaint is about a governor/trustee, the complainant may request that the appeal is heard by an entirely independent panel. It is at the discretion of the governing body who will notify the clerk of their decision. Where an entirely independent panel is required, timescales may be affected while the school source appropriate individuals for the review.

7. The panel can make the following decisions:
 - Dismiss the complaint in whole or in part
 - Uphold the complaint in whole or in part
 - Decide on the appropriate action to be taken to resolve the complaint
 - Recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.
8. All parties who attended the meeting will be informed in writing of the outcome of the appeal within 5 working days (excluding those which fall in the school holidays).

This is the final stage at which the school will consider the complaint. If the complainant remains dissatisfied and wishes to take the complaint further, please see the contact details at the end of the document. The school will not consider the complaint beyond this.

Unreasonable complaints

Where a complainant raises an issue that has already been dealt with via the school's complaints procedure, and that procedure has been exhausted, the school will not reinvestigate the complaint except in exceptional circumstances, for example where new evidence has come to light.

If a complainant persists in raising the same issue, the Headteacher will write to them explaining that the matter has been dealt with fully in line with the school complaints procedure, and therefore the case is now closed. The complainant will be provided with the contact details of the Department for Education (see the end of this document) if they wish to take the matter further.

Unreasonable complaints include the following scenarios:

- The complainant refuses to co-operate with the school's relevant procedures.
- The complainant changes the basis of the complaint as the complaint progresses.
- The complainant seeks an unrealistic outcome
- Excessive demands are made on the time of staff and school governors and it is clearly intended to aggravate.
- The complainant acts in a way that is abusive or offensive.

The Headteacher will use their discretion to choose not to investigate these complaints. Where they decide to take this course of action, they must inform the chair of governors that they have done so, explaining the nature of the complaint and why they have chosen not to investigate. If the chair deems it appropriate to, they can redirect the Headteacher to investigate the complaint. The full complaints procedure will commence from stage one on this direction.

If the chair upholds the Headteacher's decision not to look into the complaint and the complainant deems this decision to be so unreasonable that no other rational body in the same position would have made that decision, then the complainant may write to the Department for Education (see the contact details at the end of the document).

Contact details for external organisations if not satisfied with the outcomes of the complaints procedure in full.

- If you have any queries regarding any aspect of the complaints procedure, please direct these to the Clerk to the Governors, Robert le Kyng Primary School, Westcott Street, Swindon, SN1 5HS or email clerktogovs@robertlekyng.swindon.sch.uk or telephone 01793 523119.
- Contact details for Headteacher: Headteacher, Robert le Kyng Primary School, Westcott Street, Swindon, SN1 5HS or email head@robertlekyng.swindon.sch.uk or telephone 01793 523119.
- If the complainant remains dissatisfied with the outcome of the complaints procedure they may contact the local authority – Head of Education Services, Swindon Borough Council, Civic Offices, Euclid Street, Swindon, SN1 2JH
- If the complainant feels that the governing body acted ‘unreasonably’ in the handling of the complaint, they can complain to the Department for Education after the complaints procedure has been exhausted. Please note that unreasonable is used in a legal sense and means acting in a way that no reasonable school or authority would act in the same circumstances. <https://www.gov.uk/complain-about-school>
- Ofsted will also consider complaints about schools e.g. if the complainant believes the school isn’t run properly and needs inspecting. Ofsted will not look into problems with individual students, such as exclusions or not getting a place at the school.
- Ofsted will only consider complaints that have already been through the school’s complaints procedure.

Relevant legislation and guidance

The Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

The Data Protection Act 1998 <http://www.legislation.gov.uk/ukpga/1998/29/contents>

The Education (Independent School Standards) Regulations 2014 <http://www.legislation.gov.uk/uksi/2014/3283/contents/made>

Education Act 2002 <http://www.legislation.gov.uk/ukpga/2002/32/contents>

The Department for Education *Best Practice advice for school complaints procedures*
<https://www.gov.uk/government/publications/school-complaints-procedures>

Approved by the Governing Body: November 2021