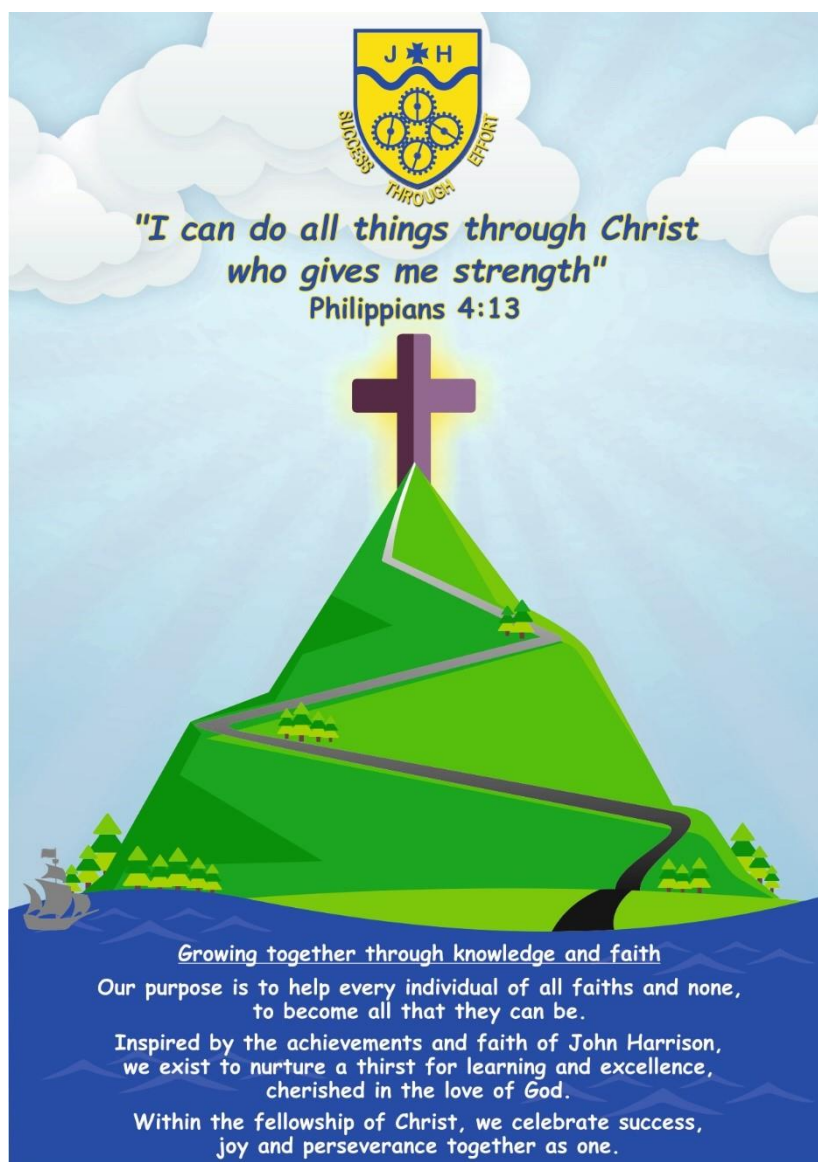


John Harrison Church of England Primary School

Governor Handbook



John Harrison C of E Primary School
North Street
Barrow upon Humber
North Lincolnshire
DN19 7AP

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

CONTENTS

Page 3 Introduction

Page 4 Vision, Christian Values and Curriculum intent

Page 5 Governing Bodies - Core Functions

Page 6 Governor Training

Page 6 The Constitution of the Governing Body

Page 7 Categories of Governor - definitions

Page 8 Governing Body meetings and Attendance

Page 9 Financial Control and Best Value

Page 10 Child Protection and Safeguarding

Page 10 Safeguarding Statement

Page 11 Governor Code of Conduct

Page 11 Governor Visits protocol

Page 14 Appendix 1 - The Seven Principles of Public Life

Page 15 Appendix 2 – Governors with specific areas of responsibility

Page 16 Appendix 3 – Governor Visits / Learning Walk report form

Introduction

We all extend a warm welcome to you from John Harrison CE Primary School. We hope you find your term of office as governor both rewarding and enjoyable. Governors generally bring a wide range of skills and experiences to the schools they serve and play an important part in its success. Governors work best when they work as a team for the benefit of the school acting as a corporate body and accepting decisions agreed by the whole governing body.

Our school is a Church of England school where we believe that Jesus Christ, His teaching and influence are at the core of our work. As governors at this Church of England school we focus on working together for the benefit of all children of all abilities across all year groups in partnership to:

- raise standards of achievement
- establish high expectations
- promote highly effective teaching and learning
- raise awareness of safeguarding issues and equip children with the skills needed to keep them safe
- ensure that the school upholds our Christian values at all times
- ensure spiritual, moral, social and cultural development

What we hope you will get out of being a governor

- the knowledge that you are helping the school and children
- the satisfaction of giving something back to the community
- a sense of purpose and achievement
- new skills which may be useful elsewhere
- broader horizons
- new friends and colleagues
- training and support in order to help you fulfil your duties and responsibilities
- The opportunity to apply skills learned in professional roles to help improve school

What we hope you will be able to offer

- time
- commitment
- a willingness to learn
- a listening ear
- the ability to assimilate information, make judgments and take decisions
- flexibility
- tact
- ability to work as part of a corporate team

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

1.Vision, Values and Curriculum intent

Vision

Success through Effort: Growing together through knowledge and faith

Our purpose is to help every individual of all faiths and none, to become all that they can be. Inspired by the achievements and faith of John Harrison, we exist to nurture a thirst for learning and excellence, cherished in the love of God. Within the fellowship of Christ, we celebrate success, joy and perseverance together as one.

"I can do all things through Christ who gives me strength"

Philippians 4:13

Statement of Curriculum Intent

At John Harrison, our curriculum inspires every individual to become all that they can be.

Curriculum Implementation

Our curriculum is designed to be engaging, exciting and empowering in order to develop our children as confident, determined and resilient learners who seek and overcome challenges in order to become all they can be and fulfil their potential and aspirations, making a positive contribution to their community and the wider society.

At John Harrison, we believe that the personal development and wellbeing of our pupils and the ability to communicate effectively play a significant part in their ability to learn and achieve.

Our curriculum is therefore designed not only to master the knowledge and skills of the national curriculum but to also provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This is embedded throughout all aspects of school life, underpinned by our vision and our values of **hope, endurance, friendship, compassion, forgiveness, peace and respect.**

Governing Bodies - Core Functions

The Department for Education has high expectations of governing bodies. They are the strategic leaders of our schools and have a vital role to play in making sure every child gets the best possible education. For maintained schools this is reflected in the law, which states that the purpose of maintained school governing bodies is to 'conduct the school with a view to promoting high standards of educational achievement at the school'.

In all types of schools, governing bodies should have a strong focus on three core strategic functions:

- a. Ensuring clarity of vision, ethos and strategic direction;
- b. Holding the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff;
- c. Overseeing the financial performance of the school and making sure its money is well spent.

Responsibilities

Governors are appointed to provide

- strong links between the school and the community it serves
- a wide experience of the outside world
- an independent view
- a visible form of accountability for the head teacher and staff of the school
- a team focusing on long term development and improvement
- accountability to the community for the use of resources and the standards of teaching and learning in the school
- support for the head teacher and staff

School Governors are expected to

- attend the regular and special meetings of the Governing Body
- work as a member of the Governing Body (not as an individual) in the best interests of the school
- show an interest in school activities
- become well-informed about education in general and about their school in particular
- become familiar with the rules of school governance
- attend necessary training courses
- not act unilaterally on an individual complaint outside the formal procedure or be involved at the early stages in case they are needed at a later stage of the procedure. If any governor is contacted directly by a parent regarding a complaint then that governor must refer the parent to the head teacher and/or the chair of governors.

Governor Training

The Governing Body subscribes to the North Lincolnshire Governors Services Training and Development programme. All new governors are expected to attend the induction course for new governors.

All governors are encouraged to undertake appropriate training courses, especially those who take on a role with special responsibility. In addition, the full Governing Body makes use of the facilitated training sessions offered by North Lincolnshire Governor Services and attends in-house training at school. Members of staff may be invited to join governors for these sessions.

You will find further information about the expectations and work of the governors online in the DfE Governance handbook and Competency Framework for Governance available on the Gov.UK website.

The Constitution of the Governing Body

By **1 September 2015** all governing bodies had to re-organise as described below.

The required constitution of the Governing Body

- (a) All constitutions must have at least **seven** posts. There is no upper limit but statutory guidance says the governing body "should be no bigger than they need to be to have all the skills necessary to carry out their functions".

The constituted Governing Body is made up of twelve members as follows:

2 Parent Governors

1 Staff Governor

1 Local Authority Governor

The Head Teacher

5 Co-opted Governors

2 Foundation Governors including the vicar elected by the church

Total 12 (Quorum 6)

See the school website for the most up to date list of current governors.

Terms of office

- a) The head teacher and any ex-officio foundation governors do not have a term of office but remain in post as long as they are employed in the role which makes them eligible
- b) The term of office for all other categories of governor is a fixed period of four years, unless the instrument of government specifies a shorter term (being at least a year) for a particular category of governor
- c) A governor may be elected or appointed for a further term
- d) Governor terms of office and pecuniary Interests can be found on the school website

Categories of Governors - definitions

Parent Governors

Parent governors are elected by and from among the parents of registered pupils at the school. They should be parents of pupils currently at the school at the time of their election. If too few parents stand for election to fill the vacancies available, the Governing Body may appoint a parent of any child of or under compulsory school age. Parent governors are entitled to serve out their term of office even if their child has left the school. People who are elected members of the Local Authority or paid to work at the school for more than 500 hours in a school year are disqualified from being parent governors.

Staff Governors

Head teachers become staff governors when they take up their post unless they tell the clerk they do not want to do so. The other staff governors are elected by and from among the teaching and non-teaching staff at the school. Staff governors may not continue to be governors if they cease to be employed by the school.

The Local Authority Governor

The Local Authority Governor is nominated by the Local Authority but appointed by the full Governing Body. The Local Authority can nominate any eligible person as a Local Authority governor, but it is for the Governing Body to decide whether their nominee meets the eligibility criteria they have set. From 1 September 2014 the Governing Body has been legally required to also decide whether a nominee has the skills to contribute to the effective governance and success of the school. It will be important for Governing Bodies to ensure the person responsible for nominating their Local Authority governor is aware of their requirements. An individual eligible to be a staff governor at the school may not be appointed as a Local Authority governor. If the Governing Body decides the Local Authority's nominee does not meet their eligibility criteria they are not entitled to fill the post with their own candidate but must seek another nominee.

Foundation Governors

Foundation governors are either appointed or take the role by virtue of an office that they hold. A foundation governor is appointed for the purpose of securing:

- that the school's character (including religious character where it has one) is preserved and developed
- that the school is conducted in accordance with the foundation's governing documents

From 1 September 2014 appointed foundation governors have also been required to have, in the opinion of the person entitled to appoint them, the skills to contribute to the effective governance and success of the school.

Co-opted Governors

Co-opted governors are appointed by the Governing Body. They are people who in the opinion of the Governing Body have the skills required to contribute to the effective governance and success of the school. Parents and staff may occupy co-opted posts but the number of co-opted governors who are eligible to be staff governors must not, when counted with the one staff governor and the head teacher(s), exceed one-third of total membership.

Governor meetings frequency and attendance

Title of meeting	Meeting frequency
Full Governing Body	Once per term
Monitoring day including Standards and effectiveness	Once per term
Monitoring day Resources	Once per term
Governing Body Self-Evaluation	Annually
HT Performance Management	Termly

- Agendas are made available via the Governor Google Drive by the Clerk two weeks before the meeting
- Meetings are held in school or online
- Timing of meetings are to fit in with both governor and staff commitments
- Apologies should be sent to the Clerk if you are unable to attend
- After the meeting the minutes are looked at for accuracy by the Head and the Chair. Copies of draft minutes are made available via the Governor Google Drive to all governors then agreed by all governors at the next meeting.
- All governors must complete a pecuniary interest form annually
- A yearly timetable for all meetings is agreed in advance
- Governors are expected to be able to commit time to meetings, appropriate training and governor visits
- If you have an item for the meeting agenda, please ensure you contact the Chair of Governors or Chair of that committee two weeks in advance of the meeting

- Items for Any Other Business should either be raised because they are urgent and have arisen after the agenda was sent out or they should be matters to be placed on the next agenda
- Governors are expected to access all relevant paperwork, have read through the details and have it in order - before attending the meetings

Standards and Effectiveness Committee

Overviews all matters pertaining to the school's curriculum. This committee also deals with wellbeing and safeguarding issues.

Resources Committee

Overviews the financial expenditure of the school and recommends budgets to the FGB for approval. Also considers matters relating to the school buildings and their contents, including Health and Safety issues.

Committee terms of reference

The terms of reference for committees must be agreed by the Full Governing Body on an annual basis.

Financial Regulation and Control

Local Authority Financial Management

The school adheres to the LA's conditions of the scheme of Financial Management of Schools and the Manual of Financial Practice and Procedures. The school has to follow the LA and DfE Finance Reporting Schedule.

Best Value

The Governing Body is required to apply Best Value principles to its functions

The four principles of Best Value are:

Competing - making sure that school buys effective and efficient services to meet its needs

Comparing – the school's performance with other like for like schools

Challenging – the standards achieved and the nature of the service provided

Consulting – with stakeholders (especially parents and pupils) on what is provided.

Child Protection and Safeguarding

The Education Act 2002 and the Education Regulations 2014 place a duty on the boards of maintained schools to have arrangements in place to ensure that they:

carry out their functions with a view to safeguarding and promoting the welfare of children; and

have regard to the statutory guidance issued by the Secretary of State in considering safeguarding arrangements (Keeping Children Safe in Education- KCSIE,)

We must ensure that;

John Harrison CE Primary School has an effective child protection policy which is known and implemented by all those who work and are involved with the school.

John Harrison CE Primary School staff have a code of conduct which they comply with.

John Harrison CE Primary School take effective action in response to any child who is missing from education.

Safeguarding Statement

John Harrison CE Primary School recognises its important responsibility for safeguarding and promoting the welfare of children. Therefore, we ensure that:

- Staff recruitment and selection follow the Safe Recruitment Procedures
- We raise awareness of safeguarding issues and equip children with the skills needed to keep them safe
- We develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- We support pupils who have been abused
- We strive to create a safe and nurturing environment, free from discrimination or bullying, where children can learn and develop happily
-

At John Harrison CE Primary School, we take Child Protection (CP)/Safeguarding (SG) issues very seriously and we have the following in place:

- A Child Protection Policy has been adopted in its entirety from the North Lincolnshire model by the Governing Body and is reviewed annually
- The head teacher is the Designated Safeguarding Leader(DSL) and the two Assistant Head teachers are the Deputy Designated Safeguarding Leaders (DDSL) and have lead responsibility for dealing with child protection issues and receive refresher training every two years
- The Governing Body has appointed a Designated Safeguarding Lead (DSL) Governor who meets with the head teacher, reports to governors and is the nominated governor responsible for liaising with the Local Authority in the event of an allegation of abuse being made against the head teacher
- Whole school CP/SG training is undertaken annually
- CP/SG training is included in the induction of all new staff
- All interview panels have at least one trained governor who has received safer recruitment training
- A Single Central Register for DBS (Disclosure Barring Service) checks is kept updated. All staff, volunteers, governors and parent helpers are expected to have a DBS check

A Safeguarding Audit is undertaken annually, reported to the Governing Body and submitted to the Local Authority. The Governing Body ensures policies and procedures are in place so that action is taken in a timely manner to safeguard and promote children's welfare.

Governor Code of Conduct

The governing body is the school's accountable body and is responsible for the conduct of the school and for promoting high educational standards. The governing body aims to ensure that children are attending a successful school; providing them with a good education and supporting their wellbeing.

As governors, we will focus on our strategic functions by:

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 money is well spent
4. ensuring the voices of stakeholders are heard

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

Appendix 1

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

Governor Visits – the protocol

The purpose of this document is to ensure that when governors are in school they have clear protocols to guide them. These protocols pay regard to the professional role that all school staff undertake.

The Guide to the Law

The Guide to the Law states that individual governors do not have an automatic right to enter the school whenever they wish.

However, in order to develop their understanding of the school, there is an expectation that governors will need to be able to visit from time to time. All governors should arrange their visits with the head teacher or appropriate member of staff.

Governors must not make judgements, written or verbal, about school staff competencies and abilities. This is a highly skilled activity and should only be carried out by those trained and experienced in the monitoring and evaluation of lessons.

The overriding purpose of a formal governor learning walk is to gather evidence on a specific topic and should be used for whole school evaluation purposes. Learning walks are, by definition, short visits and should last no longer than a total of 1 hour on each occasion. A learning walk **must not** be used to make judgements about the competence of individual school staff.

Governor Visits can also be less formal but equally important and informative. The governing body should plan visits to cover a wide range of school work and each visit should have a clear purpose. Visits can take several forms including pupil interviews, meeting with subject leaders, walking around the school or seeing lessons. The purpose of seeing a lesson could, for example, be to see how resources are used to support learning, to see pupil/pupil interactions or pupil/adult interactions.

Governor visits should be planned in consultation with the head teacher and/or the appropriate members of staff. The head teacher should make sure that no individual member of school staff is overburdened ensuring that the number of visits or learning walks is reasonable and agreed in advance.

While notes may be taken about the specific agreed focus, there should be no written notes about an individual member of school staff taken during a visit to the school.

Any visit or learning walk by a governor should result in written or verbal feedback to the Governing Body. The verbal or written record of a learning walk or visit should share generalised observations and outcomes around the agreed focus. A draft copy should always be seen by the head teacher and appropriate staff member and chair of governors first for factual accuracy before being shared with other governors.

Governor visits – before, during and after

Governor classroom visits are:

- To recognise and celebrate success
- To develop relationships with the staff
- To get to know the children
- To understand the environment in which teachers teach
- To monitor policies in action
- To inform decision making
- To find out what resources are needed and prioritise them
- To ensure governors understand the reality of the classroom
- To understand better the governors' roles and responsibilities
- To have an opportunity to reflect on practice through discussion

Preparing for a governor visit

Governors should:

- Check the agreed school policy for governors' visits
- Clarify the purpose of the visit.
- Discuss an agenda with the head teacher and member of staff involved well in advance.
- Make sure that the date and time chosen is suitable.

- Send the proposed agenda to the staff involved. Ask how they would like governors to participate
- Be clear beforehand exactly what you are looking for.
- Prepare any specific questions and submit to staff in advance

During the visit

Governors should:

- Remember they are making the visit on behalf of the governing body
- Be punctual
- Keep to the agreed timetable but be flexible
- Decide with the teacher how they will be introduced to the class
- Get involved with the children
- Remember it is a visit not an inspection, observe discreetly
- Avoid distracting the teacher or teaching assistant during the lesson
- Be courteous and friendly, listen to staff and pupils
- Be prepared to interact, to talk and show an interest
- Not lose sight of the purpose of your visit

After the governor visit

Governors should:

- Clarify any issue they are unclear about
- Thank the teacher for supporting them in their role as a governor
- Make notes as soon as possible after the observation while it is still fresh in the mind
- Be open, honest and positive.
- Submit their report to the head teacher, chair of governors and any staff involved in the visit to check for accuracy and clarity, being prepared to amend it if necessary
- Consider whether the purpose of the visit has been achieved
- Reflect on how and whether the visit has helped the governing body fulfil its duties
- Submit their agreed report to the next appropriate committee/governing body meeting

Appendix 1

The Seven Principles of Public Life

(originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligations to outside individuals or organisations that might influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

Honesty

Holders of public office have a duty to declare any private interest relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

No one governor is expected to know it all or act alone.

The strength of a Governing Body lies in its ability to attract and rely upon members from a wide variety of backgrounds, share out the duties amongst its members, and be able to take decisions as a corporate team. No governor acts alone and no one governor is responsible for the Governing Body, not even the chair of governors.

All governors share the responsibility of making the Governing Body effective and efficient by setting the remit of the body and its committees, being well-informed and attending the meetings.

Appendix 2

Governors with specific areas of responsibility. (see website)

- Better understand how each specific area of provision is delivered
- Work more closely with individual members of staff and champion their area of responsibility
- Report to appropriate committees or FGB about their specific area
- To gain insight into the lived experience of school life

What can staff expect from this governor role?

- That the relevant governor will meet with them regularly at mutually convenient times during the academic year
- That this governor will want to discuss with them some/all of the following:
Current position and next steps
Development in the area relating to the SDP/ daily life
Any issues that have arisen and how these have been addressed(impact)

NB: It is for the governor with specific area of responsibility to contact the member of staff to organise meetings/visits and to be considerate of staff time. Visits may differ in their purpose and duration.



Governor Monitoring



Date:

Governor name:

Area of focus

What did you see?	What does this tell you ?	Next steps

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

Appendix 2

Governors with specific areas of responsibility. (see website)

- Better understand how each specific area of provision is delivered
- Work more closely with individual members of staff and champion their area of responsibility
- Report to appropriate committees or FGB about their specific area
- To gain insight into the lived experience of school life

What can staff expect from this governor role?

- That the relevant governor will meet with them regularly at mutually convenient times during the academic year
- That this governor will want to discuss with them some/all of the following:
Current position and next steps
Development in the area relating to the SDP/ daily life
Any issues that have arisen and how these have been addressed(impact)

NB: It is for the governor with specific area of responsibility to contact the member of staff to organise meetings/visits and to be considerate of staff time. Visits may differ in their purpose and duration

