



St Francis Church of England Voluntary Aided Primary School

Scheme of Delegation

Schedule for Monitoring / Review

This Scheme of delegation was approved by the Governing Body on:	5 October 2023
It will be reviewed annually. Additional reviews will be carried out if required, particularly in light of changes within the Senior Management Team or the results of any Ofsted inspections. The next scheduled review date is:	September 2024

1. Introduction

The purpose of this document is to set out the structures, roles and responsibilities within the governing body of St Francis School. It aims to enhance governance, by providing clarity of responsibilities to ensure that holders or prospective holders of particular roles have a good understanding of what those roles involve.

The Scheme of Delegation seeks to be consistent with the laws and regulations that apply to the school. Where there is any conflict, the law takes precedence over this document, which will be updated at the earliest opportunity.

2. Context

St Francis School is a Church of England Voluntary Aided Primary School which opened in September 2004 and provides education for children from nursery up to the age of 11 years and the end of Key Stage 2.

The school's main aim is to give all children the opportunity to develop their full potential. It welcomes children with a range of backgrounds, abilities and talents. Within a happy and secure atmosphere the children are valued for themselves and experience a wide range of balanced learning opportunities which will help them grow into independent and caring people. The school believes that its strong Christian ethos enables its pupils to value each other and the things around them.

The school's mission is:

We believe that all children are a gift from God.

They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.

All of our children will leave the school with special memories and having achieved personal success, whilst being equipped to take their next steps in the journey of life.

Our Christian beliefs and values inform everything we do and achieve, and we encourage our children within an ethos of trust to reflect their own values and faith in a supportive environment.

The school's vision is:

We **believe** every child is a gift from God, so we aim to give each child the best possible opportunity to achieve their full potential by:

- **Offering** a broad curriculum
- **Improving** educational outcomes
- **Managing** the budget effectively
- **Working collaboratively** with other schools
- **Building** on examples of best practice
- **Being** a school that children love to attend

Our objectives are:

To challenge all children to reach their full potential, spiritually, intellectually, physically, creatively and socially.

To develop relationships where we all respect one another's beliefs, differences and ways of life, recognising each other as unique individuals.

To enable children to develop high self-esteem and encourage independence.

To enable children to take a responsible part in their own learning and become self-motivated to attain their goals.

To make our school a welcoming community for all, where families are encouraged to participate in school activities and in their children's education.

Within the budget available, to provide a balanced curriculum that is stimulating, creative and of the highest quality; that is delivered by a committed team who ensure that learning is an enjoyable experience for all.

To provide a supportive environment for our members of staff.

That our Christian beliefs and values inform everything we do and achieve.

To encourage children within an ethos of trust to reflect on their own values and faith in a supportive environment.

3. The Role of the Governing Body

3.1 Purpose of the Governing Body

The governing body are the strategic leaders of the school and have a vital role to play in making sure that every child gets the best possible education. The law states that the purpose of the governing body is to “conduct the school with a view to promoting high standards of educational achievement at the school”¹. It has three core strategic functions:

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

Further information about these strategic functions, including questions for Governors to ask, can be found in the [Governance Handbook](#) published by the Department for Education (DfE).

3.2 Delegation of Responsibilities

The DfE has also published ‘[The Governors' Guide to the Law](#)’ which aims to help governors understand their legal obligations and the way in which these should be delegated. It explains that most of the statutory duties placed on governing bodies should be delegated to Head Teachers, allowing governors to focus on educational attainment and other significant issues facing their school. The most significant duties that cannot be delegated to the Head Teacher are:

- Major changes to the way the school is organised;
- The organisation and operation of, and delegation by, the governing body; and
- Appointing the Head Teacher and any deputies.

The guide also notes that it is essential that governors, working with Head Teachers, put in place systems that free up governors to consider strategic issues and reflect on the performance of the school. The Chair of Governors, the Clerk and the Head Teacher should all work closely

¹ Section 21(2) of the [Education Act 2002](#)

to ensure that the governing body's work is managed in a way that focuses on key strategic issues, with detailed work being carried out by school staff, other professionals or experts.

3.3 Effective Governance

The National Governors' Association (NGA) has identified eight elements of effective governance:

1	Having the right people around the table	Achieving balance and diversity in skills and experience and investing in the development of people.
2	Understanding the role and responsibilities	The role of the governing body is a strategic one with four core responsibilities. These are (a) ensuring clarity of vision, ethos and strategic direction (b) holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff (c) overseeing the financial performance of the organisation and making sure its money is well spent (d) ensuring the voices of school stakeholders are heard
3	Good chairing	The chair must show strong and effective leadership, ensuring the governing body fulfils its functions well. The chair leads the governing board with support from the Vice Chair, and should encourage the board to work together as an effective team, building their skills, knowledge and experience.
4	Professional clerking	A professional Clerk enables the governing body to operate efficiently and provides advice and is there to assist and is one of the most important people the governors should work with.
5	Good relationships built on trust	Governing bodies and schools should jointly develop effective working practices which are mutually supportive and respectful of each other's roles and responsibilities. Effective governors are good team members and this means being willing to share the workload, being respectful of different personalities and perspectives and celebrating success together.
6	Knowing the school: data, children, parents, staff & community	In order to hold their schools to account and ensure high standards and outcomes for pupils, governing bodies need to know their schools' strengths and weaknesses. Monitoring visits provide the governing board with essential information about how its strategy is being implemented and how issues discussed at FGB translate into everyday school life. Visits also allow Governors to make themselves visible to the school community and to experience the culture and ethos of the school.
7	Commitment to asking challenging questions	This is a vital part of holding the Head Teacher to account for the performance of the school. Governors should be prepared to ask questions when carrying out their role. Asking challenging questions helps governors to gain clarity and test assumptions. It is essential to setting strategic goals, monitoring progress and meeting wider governing board responsibilities.

8	Confidence to have courageous conversations in the interest of pupils	This is more than just asking challenging questions – it involves following up on the answers and ensuring that changes are made. Governors are expected to discuss and challenge the information they are provided with. Governors should expect to receive clear responses from school leaders. Having courage to ask a challenging question may reveal other governors who are in the same situation and an alternative angle that has not been considered. Accountability is about analysing how things are working and what should be done collaboratively, rather than apportioning any blame.
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Further information and guidance on effective governance can be found on the NGA website.

3.4 Individual vs Collective Responsibility

The governing body is a group of individuals appointed, elected or co-opted to reflect a wide range of stakeholders. Once appointed they individually and collectively have a duty to act in what they genuinely believe to be the best interests of the school, rather than in their own interests or those of the stakeholders they represent.

By law, governing bodies act in a collective way with ‘cabinet’ responsibility. Individual governors will have their own views and can express these during internal debate. However, once the governing body has made a decision, all governors are bound to support that collective decision.

Governors have duty to treat all matters discussed in any governors’ meeting as confidential unless and until the information enters the public domain.

All governors agree to act in accordance with the Governors’ Code of Conduct, which is approved by the Full Governing Body.

4. Types of Governor

St Francis Governing Body comprises:

- 9 Foundation Governors
 - Nominated by the PCC of the Parish of St John, Haydon Wick, and appointed by the Diocese of Bristol
 - Including the incumbent of the Parish of St John, Haydon Wick, as an ex-officio governor
- 3 Parent Governors – Elected by the parents of pupils at the school
- 1 LA Appointed Governor – Appointed by the LA
- 1 Staff Governor – Elected by the teaching staff
- 1 Co-Opted Governor
- Head Teacher

Associate Governors may also be appointed by the Governing Body, or by individual committees, to assist with specific tasks. Associate Governors have no voting rights.

It is anticipated that every governor will assume at least one of the following roles:

- Chair of Governors or Vice-Chair of Governors
- Chair of a core committee
- Link governor for a particular subject or area of focus.

Some governors may undertake more than one such role and some will also chair other committees or governor panels. Further information about these roles is set out below.

5. Governor Roles and Responsibilities

5.1 Chair of Governors

The Chair of Governors is elected annually at the start of the academic year. No employee of the school may be Chair of Governors. The responsibilities of the Chair include:

- Chairing meetings of the Full Governing Body, setting appropriate agendas and ensuring that meetings are effective, efficient, and do not stray into procedural matters outside the body's remit, and that minutes are accurate.
- Maintaining regular contact with the Head Teacher to listen to any concerns and provide support, encouragement and challenge.
- Authorising actions in emergencies (where delay may be seriously detrimental to the interests of the school, a pupil or anyone who works at the school) and reporting these to the next meeting of the Governing Body (Chair's Action – see section 6.4).
- Ensuring the Governing Body operates in accordance with the law.
- Encouraging governors to work effectively as a team, ensuring that roles and responsibilities are clear and are being fulfilled by individuals and committees.
- Visiting the school regularly, attending school functions or ensuring that other governors do so, and being accessible to other governors, staff and parents.
- Liaising with the LA as required.

5.2 Vice Chair of Governors

One or two Vice Chairs of Governors are elected annually at the start of the academic year. No employee of the school may be a Vice Chair of Governors. The responsibilities of the Vice Chair(s) include:

- Deputising for the Chair as required, including chairing meetings in his/her absence.
- Assisting the Chair of Governors in setting agendas for meetings.
- Visiting the school regularly and supporting the Chair of Governors in maintaining regular contact with the Head Teacher, other governors, staff and parents.
- Assisting the Chair of Governors in ensuring that governors' roles and responsibilities are clear and are being fulfilled by individuals and committees.

5.3 Chairs of Core Committees

The governing body is responsible for ensuring that the school operates effectively (in particular in relation to academic attainment), efficiently and safely. The following core committees assist the governing body in its oversight of these areas:

- The Curriculum, Achievement and Safeguarding Committee

The responsibilities of the chair of this committee is set out below.

Chair of Curriculum, Achievement and Safeguarding Committee

Responsible for:

- Ensuring the committee fulfils its responsibilities as set out in section 6.3.

- Effectively chairing committee meetings, drafting appropriate agendas and ensuring minutes are accurate.
- Working with the Head Teacher to ensure that appropriate safeguarding procedures are followed.
- Ensuring Link Governors are in place for all core subjects and areas of focus, that they are fulfilling their responsibilities and that they report appropriately to the committee.
- Understanding the school performance data and ensuring the committee holds the Head Teacher to account for the achievement of pupils.
- Regularly visiting lessons and maintaining a sufficient knowledge of the curriculum to support and effectively challenge the school over its implementation of the National Curriculum.
- Agreeing annual pupil attainment targets with the Head Teacher for approval by the Full Governing Body.
- Ensuring the committee receives regular reports on compliance with the school food standards as well as take-up of school lunches and financial aspects of school food provision.
- Reviewing relevant policies and proposing amendments to the committee for approval as required.
- Providing a concise and informative report to each meeting of the governing body covering any matters relating to curriculum, achievement and safeguarding of which the governing body needs to be made aware.

Each committee also has a vice chair, whose role is to support the chair in fulfilling their responsibilities, including deputising where required.

Further information about the role of each committee can be found in section 6.

5.4 Link Governors

Each of the core subjects and various other areas of focus have dedicated link governors. These governors are responsible for:

- Meeting regularly with the members of staff with relevant responsibilities to understand the school's provision for the area including curriculum, after school clubs, off site visits, visiting speakers etc.
- Visiting lessons, looking at books, speaking to pupils, attending events as appropriate, in order to inform a good understanding of the relevant area.
- Supporting and encouraging members of staff in fulfilling their responsibilities in the relevant area and listening to any concerns.
- Asking challenging questions and following up on responses to ensure that changes are implemented where required.
- Ensuring that relevant policies are implemented, monitored and reviewed on a regular basis.
- Providing a concise and informative report, at least once a year, to:
 - The Curriculum, Achievement & Safeguarding committee, for subject link governors;
 - The governing body, for link governors in other areas.

In some cases, link governors also have specific additional responsibilities relating to their particular areas. These positions are marked with * and the additional responsibilities are set out below.

Link governors are currently in place for:

- **Behaviour and Attitudes**
- **Leadership and Management**
- **Personal Development**
- **Quality of Education**
- **Safeguarding, child protection and looked after children***
- **SEND**
- **EYFS**
- **Pupil Premium**

The **Behaviour and Attitudes link governor** also has responsibility for:

- Understanding of how the Ofsted Inspectors will inspect Behaviour and Attitudes.
- Ensuring there is a calm and orderly environment in the school, classroom and playground. Clear routines and behaviour expectations across all aspects of school life. A strong focus on attendance and punctuality, including clear and effective behaviour and attendance policies that all staff apply consistently and fairly.
- Evidence that the school is developing pupils motivation and positive attitudes to learning and that the school culture is positive and respectful in which staff know and care about pupils.
- An environment where pupils feel safe, where bullying, discrimination, sexual harassment, sexual abuse and sexual violence (online and offline) are not accepted and are dealt with quickly, consistently and effectively. That there are effective behaviour policies in place regarding harmful sexual behaviour.

The **Leadership and Management link governor** also has responsibility for:

- Understanding of how Ofsted Inspectors will inspect Leadership and Management and that the school is setting high expectations of all pupils (including those who are harder to reach) ensuring these are embodied in leaders and staff's day to day interactions with pupils.
- Evidence that the school is focused on attention of the education it provides and aligns continuing professional development for teachers and staff with the curriculum in a way which develops teachers knowledge over time. Ensure coherence and consistency across the school so pupils benefit from effective teaching and consistent expectations wherever they are in the school.
- Ensure coherence and consistency is evident across the school so pupils benefit from effective teaching and consistent expectations wherever they are in school. Engagement with parents and carers is positive and includes the community. Take staff workload and wellbeing into account, develop and strengthen the quality of the workforce and that staff understand their respective roles and perform these in a way that enhances the effectiveness of the school.

The **Personal Development link governor** also has responsibility for:

- Understand how Ofsted inspects personal development under the Ofsted inspection framework. Evaluate the school's intent to provide for the personal development of all pupils and how the quality is implemented in this work.

The **SEND link governor** also has responsibility for:

- Monitoring performance data in respect of SEND pupils and holding the school to account for improving outcomes for these pupils.
- Monitoring the allocation of SEND funding and the effectiveness of this spending.
- Reviewing access for SEND pupils to curriculum and extra-curricular provision.
- Meeting with the SENCOs three times a year to carry out the following activities:

- Review of SDP
- Overview of analysis of data
- Observation of interventions
- Draft SEN Information Report
- Discuss current issues, trends, performance, expenditure, deployment of staff

The **safeguarding, child protection and looked after children link governor** also has responsibility for:

- Maintaining own knowledge of child protection and safeguarding rules and good practice and monitoring the school's processes and procedures to ensure they meet appropriate requirements.
- Ensuring all governors have received safeguarding training.
- Supporting the Head Teacher in ensuring a Single Central Record is in place, as described in '[Keeping children safe in education](#)', paragraphs 73 and 74.
- Being aware of procedures for staff vetting and ensuring these are robustly followed.
- Monitoring the provisions in place for looked after children and holding the school to account for improving outcomes for these pupils.
- Monitoring racist and bullying incidents and ensuring the governing body is fully briefed on these.
- Liaising with the Head Teacher and LA over allegations against staff.

The **Pupil Premium link governor** also has responsibility for:

- Monitoring performance data in respect of Pupil Premium pupils and holding the school to account for improving outcomes for these pupils.
- Working with the school's Senior Leadership Team to agree the pupil premium strategy and the allocation of Pupil Premium funding.
- Monitoring Pupil Premium expenditure to ensure it is allocated in line with national criteria and the agreed pupil premium strategy.
- Monitoring the effectiveness of Pupil Premium spending, in particular its impact on outcomes for pupils.
- Supporting, encouraging and challenging the school's Senior Leadership Team with respect to Pupil Premium spending and its impact.
- Ensuring that regular reports are provided to governors.

The **school performance governor** has responsibility for:

- Understanding and evaluating the school's attainment and progress data, including how this compares to national averages and floor standards, and ensuring this is presented appropriately by the school to Governors.
- Monitoring the school's approach to attainment and progress tracking for individual pupils and specific groups of pupils e.g. boys/girls, Pupil Premium, EAL, SEN etc.

The **Quality of Education link governor** also has responsibility for:

- Understand the intent, implementation and impact of the curriculum and evidence this. Where adaptations to curriculum breadth are made for particular pupils, ensure there is a clear rationale pupil interests and where appropriate there is a clear plan being implemented.
- Triangulate the evidence and focus on how all the evidence fits together and what it tells inspectors about whether pupils are knowing more, remembering more and being able to do more.

The **EYFS Link Governor** also has responsibility for:

- EYFS curriculum and provision

5.5 Clerk to the Governors

The Governing Body has chosen to appoint a professional Clerk to the Governors. The duties of the Clerk are set out in the Clerk's job description and include:

- Providing advice to the governing body on governance, constitutional and procedural matters.
- Providing effective administrative support to the governing body and its committees.
In particular:
 - Convening meetings of the Full Governing Body.
 - Preparing agendas for Full Governing Body and committee meetings in consultation with the chair of the meeting and the Head Teacher.
 - Liaising with those preparing papers for meetings to ensure they are circulated on time.
 - Circulating the agenda and all available supporting papers at least 7 days before the meeting.
 - Maintaining a record of governors' attendance at meetings.
 - Producing minutes of meetings, circulating these for review and ensuring the revised draft is approved and signed at the next meeting.
- Ensuring the governing body is properly constituted.
- Managing information effectively in accordance with legal requirements.

6. Governing Body and Committee Remits

6.1 Full Governing Body

The following responsibilities are retained by the Full Governing Body:

Area	Responsibilities
Governance	Drawing up the instrument of government and any amendments thereafter. Appointing and removing the Chair and Vice-Chair of the Governing Body. Appointing and dismissing the Clerk to the Governors. Co-opting or appointing persons onto the Governing Body. Holding a Full Governing Body meeting at least three times a year. Agreeing delegation of functions to individuals or committees. Reviewing, at least annually, the Scheme of Delegation and membership of committees. Agreeing relevant policies. Dismissing an elected parent or staff governor, an ex-officio foundation governor or a co-opted governor, if agreed by resolution at a full governing body meeting and confirmed by a resolution passed at a second meeting of the governing body not less than 14 days after the first meeting, where the removal of the governor has been specified as an agenda item for both meetings.

Strategic Planning	Setting and reviewing the long-term vision for the school. Agreeing the School Development Plan and monitoring its implementation. Approving the school prospectus information on its website. Considering and approving any proposal to convert to Academy status. Publishing proposals to change category of school.
Finance	Approving the school budget. Ensuring that a register is kept of governors' pecuniary interests. Approving projects and contracts in excess of £15,000. Approving budget virements (transfers) in excess of £5,000. Approving the writing off of debts beyond £500. Approving designated cheque signatories. Approving a governors' expenses scheme.
Staffing	Agreeing staffing levels, structure and responsibilities. Confirming the appointment of the Head Teacher and Assistant Head Teachers. Undertaking disciplinary procedures involving the Head Teacher. Overseeing dismissal, suspension or reinstatement of Head Teacher, usually following a recommendation from the Staff Dismissal Panel. Agree pay decisions for Head Teacher and Assistant Head Teachers. Agreeing whether the Chief Education Officer / Diocesan Authority should have advisory rights.
Curriculum	Ensuring delivery of a balanced curriculum covering all national and basic curriculum requirements.
Admissions	Approving and monitoring the admissions policy. Nominating governors to attend appeals panel meetings, in conjunction with the LA. Consulting with relevant authorities, the community and other relevant schools in respect of any amendments to the admissions policy.
Exclusions	Confirming the exclusions of pupils for 15 days or over, or permanently. Directing the reinstatement of excluded pupils.
Communication	Ensuring effective communication between governors and staff, pupils and parents. Adopting and reviewing the home-school agreement.
Other	Setting times of school sessions and dates of terms.

The Full Governing Body is responsible for approving the following policies:

- Admissions (incl. nursery)
- Behaviour Policy (includes lunchtime play)
- Business Continuity Plan
- Charging and Remissions
- Complaints
- Confidentiality

- Data protection
- Equality, Diversity & Inclusion (incl. objectives statements)
- Exclusions
- Freedom of information
- Governor Code of Conduct
- Governors' Induction Policy
- Grievance
- ICT Acceptable Use
- Persistent, Harassing & Abusive Complaints
- Personal Data Management and Security
- Pupil Premium Provision – *Curriculum, Achievement & Safeguarding Committee reviews prior to FGB approval*
- Recruitment
- Risk Register
- Safeguarding and Child Protection – *Curriculum, Achievement & Safeguarding Committee reviews prior to FGB approval*
- SEND – *Curriculum, Achievement & Safeguarding Committee reviews prior to FGB approval*
- Staff Disciplinary Procedure
- Teachers' Pay
- Whistleblowing

6.2 Finance, Staffing & Premises Responsibilities for FGB

The FGB is responsible for:	The Head Teacher is responsible for:
Finance	
• Examining budget proposals and considering them in light of the School development Plan. • Recommending the school budget to the Full Governing Body. • Regularly monitoring income and expenditure in light of the agreed budget. • Ensuring best value principles, monitoring value for money and cost effectiveness and reporting on this • Approving project spends and contracts between £5,000 and £15,000. • Approving virements (budget transfers) of between £1,000 and £5,000. • Approving the writing off of debts of between £200 and £500. • Approving banking arrangements and any terms of credit. • Approving signatories for receiving deliveries and authorising payments of invoices. • Ensuring appropriate insurance policies are in place. • Conducting an annual review of governors' pecuniary interests. • Ensuring the school's inventory of assets is checked by a governor once a year, in line with the School Assets and Personal Equipment Policy. • Providing regular reports to Full Governing Body meetings • Reviewing, approving and monitoring the implementation of relevant policies (as set out below).	• Identifying priorities for the School Development Plan. • Proposing and recommending the school budget. • Setting up and operating the school bank accounts. • Monitoring monthly expenditure. • Initiating orders and arranging payment. • Approving project spends and contracts of up to £5,000. • Approving virements (budget transfers) of up to £1,000 and reporting these to the FGB • Approving the writing off of debts up to £200 and informing the LA of all debts written off, by the end of the financial year. • Authorising petty cash claims of up to £25 (petty cash tin not to hold more than £150 at any given time). • Purchasing appropriate insurance policies. • Providing a report of any items valued in excess of £500 which are disposed of. • Providing regular reports and appropriate information to the FGB
Staffing	
• Recommending staffing levels, structure and responsibilities to the Full Governing Body. • Monitoring the progress of the School Development Plan, with particular reference to staffing.	• Formulating the School Development Plan and agreeing level of resources to meet staffing needs within the school budget. • Recommending staffing levels, structure and responsibilities. • Drawing up a pay policy for approval by governors and making recommendations about its implementation.

• Ensuring the procedures of the pay policy in relation to all staff are carried out. • Ensuring the annual performance and pay review of the Head Teacher and Assistant Head Teachers are carried out to agreed policy. • In accordance with the Teachers' Pay Policy, reviewing annually and determining salaries of the Senior Management Team for recommendation to the Full Governing Body. • Reviewing, where required and in consultation with staff, criteria for redundancy and recommending them to the Full Governing Body. • Providing regular reports to the Full Governing Body meetings • Reviewing, approving and monitoring the implementation of relevant policies (as set out below).	• Implementing the performance management policy and all other relevant policies approved by governors. • Adhering to grievance, discipline, termination of employment, appeals and capability procedures set out by the LA and adopted by governors. • Planning and implementing staff development for the benefit of all staff and the school. • Implementing effective induction programmes for new members of staff. • Informing the committee of all relevant matters.
Premises	
• Ensuring a health and safety policy is in place and is regularly updated. • Monitoring health and safety, including carrying out at least one site audit each year. • Supporting and challenging the Head Teacher in planning site development and maintenance and informing the Full Governing Body of plans and expenditure decisions. • Preparing a long-term strategy of work to enhance the learning environment. • Making recommendations to the Full Governing Body in respect of major contracts. • Monitoring the school meals', maintenance and cleaning contracts. • Ensuring risk assessments are carried out. • Ensuring appropriate insurance policies are in place. • Setting letting charges on an annual basis.	• Arranging for emergency works and minor repairs to be undertaken. • Identifying and acting on health and safety issues. • Monitoring the general condition of the school site, investigating needs and making recommendations for repairs and maintenance. • Seeking advice from / liaising with the LA and Diocese over proposals for work to be carried out. • Managing school meals' service, maintenance and cleaning service, and school lettings. • Managing risk assessments. • Purchasing appropriate insurance policies. • Informing the committee of all relevant matters.
The FGB reviews and approves the following policies:	
• Accessibility plan • Appraising Teacher Performance	

• AED (defibrillator) • Capability • Career Break • Charging and Remissions • Debt write off • Designated teacher for looked after and previously looked after children • First Aid • Governors' Allowances • Health & Safety • Health & Safety for visitors & volunteers • ICT disposal • Job Share & Flexible Working • Lettings • Lone Working • Managing allegations of abuse against staff • Early Career Teacher Policy • Performance Management • Premises Management • Recruitment • Risk Register • School Assets • Staff Absence • Staff Disciplinary Procedure • Teachers Pay • Working at Heights	
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6.3 Curriculum, Achievement & Safeguarding Committee

The Curriculum, Achievement & Safeguarding Committee is responsible for:	The Head Teacher is responsible for:
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- Monitoring the delivery of the national curriculum and broader curriculum. - Monitoring the delivery of the School Development Plan, particularly in relation to use of resources and the learning environment. - Ensuring pupil attainment targets have been set and holding the Head Teacher to account for progress relative to these targets. - Reviewing school performance data and ensuring holding the Head Teacher to account for the achievement of pupils. - Ensuring the home/school agreement is in place. - Receiving and considering reports from curriculum link governors. - Providing regular reports to the Full Governing Body. - Reviewing, approving and monitoring the implementation of relevant policies (as set out below).	- Implementing and delivering the national curriculum via the development of policies, schemes of work, planning and teaching strategies. - Formulating the School Development Plan, including level of resources for each curriculum area, within the school budget. - Liaising with the LA to set appropriate and realistic pupil attainment targets. - Monitoring standards of achievement, teaching and learning. - Implementing all relevant policies approved by governors. - Implementing the home/school agreement. - Informing the committee of all relevant matters.
Safeguarding	
- Overseeing the effective implementation of child protection and safeguarding processes. - Supporting and challenging the Head Teacher and designated safeguarding lead in respect of safeguarding issues. - Ensuring that school nutritional standards are met.	- Implementing child protection and safeguarding processes and procedures that meet relevant requirements. - Ensuring all staff have received safeguarding training. - Maintaining a Single Central Record is in place, as described in 'Keeping children safe in education', paragraphs 73 and 74. - Implementing procedures for staff vetting. - Reporting racist and bullying incidents to the committee. - Providing regular reports on compliance with the school food standards as well as take-up of school lunches and financial aspects of school food provision.
The committee reviews and approves the following policies:	The committee reviews the following policies prior to FGB approval:
- Anti-bullying policy - Children with health needs who cannot attend school - Code of Conduct for Staff and Adults in School - Designated Teacher for looked-after and previously looked-after children	- Pupil Premium Provision - SEND - Safeguarding and child protection

• Drugs education • Dyslexia Friendly School • E-Safety • EYFS Teaching and Learning • Homework • Mental Health and Wellbeing • Mobile phones and recording devices • Most Able Pupils • Nursery Home Visits • Nursery Intimate Care • Nursery Risk Assessment • Nursery Transition to School • Planning and Assessment • Positive Handling & Use of Reasonable Force • Relationships and Sex Education • Supporting pupils with medical needs • Trips and Residential • Whole School Food	
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6.4 Chair's Action

Notwithstanding the above, under the School Governance (Roles, Procedures and Allowances) (England) regulations 2013 the chair is permitted to act in cases of urgency where a delay in exercising the function would be likely to be seriously detrimental to the interests of the school, a pupil, parent or member of staff.

In such circumstances, the chair may exercise any function of the Governing Body which can be delegated to an individual and any function that (under regulation 19(2) of the above regulations) cannot otherwise be delegated to an individual.

Chair's action can be used when the chair is of the opinion that a delay in exercising the function would be likely to be seriously detrimental to the interests of the school, any pupil at the school, or their parent, or a person who works at the school.

“Delay” means delay until the earliest date on which it would be reasonably practicable for a meeting of the governing body, or of a committee to which the function in question has been delegated, to be held.

Where it appears to the vice-chair that the circumstances described above apply, and the chair (whether by reason of vacancy in the office or otherwise) would be unable to exercise the function in question before the detriment referred to above is suffered, the reference above to the chair is to be read as if it were a reference to the vice-chair.

7. Other Committees and Governor Panels

7.1 Foundation & Admissions Committee

The Foundation & Admissions Committee comprises of all Foundation Governors and is responsible for:

- Ensuring the Christian distinctiveness and character of the school is maintained.
- Monitoring the implementation of the RE, collective worship and spirituality policies.
- Considering the SIAMS expectations and how these are met by the school.
- Allocating places on the basis of the school's admissions policy.
- Providing the LA with a list of offers to be made within priority order within the admissions policy.
- Advising the Full Governing Body of uptake and subsequent appeals.
- Ensuring appeal papers are in place in advance of appeals panel meetings.
- Providing the LA with information required for publication by the agreed date.

The committee reviews and approves the following policies:

- Collective Worship
- Evaluating Collective Worship
- Spirituality & Spiritual Development

The committee reviews the following policies prior to approval by the Full Governing Body:

- Admissions
- Nursery Admissions

The committee has an appointed chair, which is usually the incumbent of the Parish of St John, Haydon Wick (ex-officio governor). Meetings will be conducted within the FGB meetings throughout the academic year and will be discussed termly.

7.3 Head Teacher Performance Panel

The Head Teacher Performance Panel comprises of three appropriate, non-staff governors and is responsible for:

- Meeting with the Head Teacher at least three times during the year to appraise performance and set targets.
- Arranging for an accredited external adviser / School Improvement Partner to be present at the Head Teacher appraisals to review performance and agree objectives.
- Producing a written summary for the Pay Panel to enable them to consider the annual pay award for the Head Teacher.
- It is recommended the Vice Chair of Governors sits on this Panel rather than the Chair of Governors as the relationship between Head Teacher and Chair may be too close for them to act impartially.

Members of the panel agree which panel member will chair each meeting.

7.4 Pay Appeals Panel

Responsibility for determining salaries of the Senior Management Team for recommendation to the Full Governing Body is delegated to the Pay Panel Committee. In the event of an appeal, a Pay Appeals Panel will be convened, comprising of the Chair of Governors and one appropriate, non-staff governor who was not present at the meeting of the Pay Panel Committee and Premises Committee where staff salaries were discussed and agreed. The Pay Appeals Panel will be responsible for:

- Hearing and responding to any appeal in relation to staff pay, in accordance with the Teachers' Pay Policy.

Members of the panel will agree which panel member will chair each meeting.

7.5 Complaints Panel

A Complaints Panel is formed as and when required, comprising of three appropriate, non-staff governors with no prior knowledge of the complaint. It is responsible for:

- Hearing and responding to complaints in accordance with relevant policies (including Complaints Policy and Persistent, Harassing & Abusive Complaints Policy).

Members of the panel agree which panel member will chair each meeting.

7.6 Pupil Disciplinary Panel

A Pupil Disciplinary Panel is formed as and when required, comprising of three appropriate, non-staff governors and clerked by a non-governor. It is responsible for:

- In accordance with relevant policies (including Exclusions Policy and Behaviour for Learning Policy), considering the circumstances and representations made on behalf of the pupil / by the LA.
- In the case of exclusions, considering whether the pupil should be reinstated immediately, be reinstated by a particular date, or not be reinstated.

Members of the panel agree which panel member will chair each meeting.

7.7 Staff Disciplinary Panel

A Staff Disciplinary Panel is formed as and when required, comprising of three appropriate, non-staff governors. It is responsible for:

- In accordance with relevant policies (which may include Teachers' Pay Policy, Capability Policy, Grievance Policy and Staff Discipline Policy), considering the circumstances and listening to views of all parties, including representatives speaking on behalf of the member of staff involved.
- Making decisions and responding accordingly.

Members of the panel agree which panel member will chair each meeting.

7.8 Appeals Panels

An Appeals Panel is formed as and when required in respect of a complaint, or a pupil or staff disciplinary matter, comprising of three appropriate governors who meet the criteria for the original panel and who did not sit on that original panel. It is responsible for:

- In accordance with relevant policies, reviewing the evidence presented at the first hearing and considering the subsequent appeal.
- Making decisions and responding accordingly.

Members of the panel agree which panel member will chair each meeting.

8. Governing Body Meetings

8.1 Attendance, Quorum and Voting

Meetings may be held face-to-face or remotely, for example using Zoom, Skype or Teams.

All governors are expected to make every effort to attend all meetings of the Full Governing Body and committees of which he/she is a member. Should a governor be unable to physically attend a meeting, it may be possible for them to attend remotely. Where this is not possible, apologies must be sent to the Clerk in advance wherever possible.

The quorum for a meeting of the Full Governing Body is 50% of the current number of governors (excluding vacancies), rounded up. For committee meetings, the quorum is three governors. Attendance includes remote attendees.

All matters are decided by majority vote. In the event of a tied vote, the person chairing the meeting has an additional (casting) vote.

8.2 Length of Meetings

In the interests of work/life balance for all governors, under normal circumstances meetings last no longer than two hours.

8.3 Agendas, Papers, Minutes and Actions

The agenda for each meeting must be circulated to all governors at least 7 days before the meeting.

Wherever possible, supporting papers are also circulated to all governors at least 7 days before the meeting. Individual governors are expected to read supporting papers prior to the meeting, in order to facilitate effective discussion. Governors therefore note the importance of early circulation of papers.

Copies of draft minutes are circulated to all attendees as soon as possible after the meeting for review. A version including any amendments is tabled at the next meeting of the relevant committee for approval. Signed minutes must be made available for public inspection, excluding any confidential items.

Governors are expected to ensure that any actions delegated to them at meetings and recorded in the minutes are completed in the timescale agreed. Where this is not possible, the chair of the committee and the Clerk should be informed.

8.4 Withdrawing from Meetings

A governor should withdraw from involvement in any decision where his/her personal interests may conflict with those of the Governing Body, as set out in Regulation 16 of the [School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#). In the event of a dispute as to whether a governor should withdraw, the Governing Body decides.

- Governors must withdraw from the meeting during the discussion of a matter in which they have a direct or indirect pecuniary interest, and must not vote on the matter, with the following exceptions:
 - 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 which is no greater than that of other members of staff who are not teachers.
 - The Clerk shall only be required to withdraw when the matter concerns the Clerk's pay/contract or disciplinary action against the Clerk.
- Any employee of the school other than the Head Teacher must withdraw from a meeting which considers the pay or performance appraisal of any employees of the school.
- The Head Teacher must withdraw from a meeting which considers his/her own pay or performance appraisal.
- No member of the school staff can be present at a meeting when the appointment of their successor is considered, nor vote on their appointment.
- Governors must withdraw when their own appointment, reappointment or removal as a member of the Full Governing Body or a committee is under consideration.
- A person who has any other form of conflict of interest where their participation could be construed as bringing the Governing Body into disrepute, should remove themselves from the discussion and not vote.