

Osmani Primary School



Reach For The Stars

The Governing Body Handbook

Content

What do governing bodies do?	3
The Governing Body	4
Committee Structure	5
The Governing Body Committees	6
Curriculum Links	7
Code of Conduct	8
Terms of Reference	14
Governors Annual Work Plan	20
Governing Body Decision Planner	21
Challenge and Support Questions	24
2016-2017 Meeting Dates	25
Teaching and Learning Leaders Reporting Cycle	26
Cycle of Policy Review	28
Governor Visits Protocol	31
Questions and Answers	34
Current Governors Training List	35

What do governing bodies do?...

Governors are the strategic leaders of our school and have a vital role to play in making sure every child gets the best possible education. Governing bodies should have a strong focus on three core strategic functions:

a. Ensuring clarity of vision, ethos and strategic direction

Governing bodies are the key strategic decision-making body of every school. It is their role to set the school's strategic framework and to ensure all statutory duties are met.

The governing body should ensure that the school has a medium to long-term vision for its future. The governing body should also ensure that there is a robust strategy in place for achieving its vision. This strategy should address the fundamental questions of where are we now, where do we want to be, and how are we going to get there.

The governing body should set and safeguard a school ethos of high expectations of everyone in the school community. This includes high expectations for the behaviour, progress and attainment of all pupils in the school, and for the conduct and professionalism of both staff and governors.

b. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

Governing bodies should work to support and strengthen the leadership of the Headteacher, and hold them to account for the day-to-day running of the school, including the performance management of teachers. Governing bodies should play a strategic role, and avoid routine involvement in operational matters. It should focus strongly on holding the Headteacher to account for exercising her professional judgement in these matters and of all their other duties.

c. Overseeing the financial performance of the school and making sure its money is well spent

Governing bodies are responsible for making sure their school's money is well spent. They should do this by making sure they have at least one governor with specific skills and experience of financial matters, and by asking questions such as:

- Are we allocating our resources in line with our strategic priorities?
- Are we making full use of all our assets and efficient use of all our financial resources?
- Are other schools buying things cheaper or getting better results with less spending per pupil?
- How can we get better value for money from our budget?

Source: DfE, *Governors' Handbook*, September 2014

The Governing Body...

Category	Name	Start of Term	End of Term
Parent	Fatima Begum	17/06/14	16/06/18
Parent	Gita Datta	17/11/15	16/11/19
LA	Shelagh Taylor	25/11/13	24/11/17
Staff	Penny Seymour	07/06/13	06/06/17
Staff - Headteacher	Oluremi Atoyebi		
Co-Opted	Ana Svab	20/10/15	19/10/19
Co-Opted	Peter Holmes	21/10/14	20/10/18
Co-Opted	Mike Tyler (CoG)	21/10/14	20/10/18
Co-Opted	Dr Roger Courtenay	21/10/14	20/10/18
Co-Opted	David Sayers	21/10/14	20/10/18
Co-Opted	Theresa Holland (VC)	21/10/14	20/10/18
Co-Opted	Runa Begum (SBM)	21/10/14	20/10/18
Co-opted	Husna Begum	12/07/16	11/07/20

Co-opted Governors (8)

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.

Local Authority Governor (1)

Local authority governors are nominated by the local authority but appointed by the 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 has the skills to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set.

Parent Governors (3)

Parent governors are elected by other parents at the school. Any parent, or carer, of a registered pupil at the school at the time of election is eligible to stand for election as a parent governor. Although voted to the governing body by parents, they are a **representative and not a delegate of parents**. Parent governors may continue to hold office until the end of their term of office even if their child leaves the school.

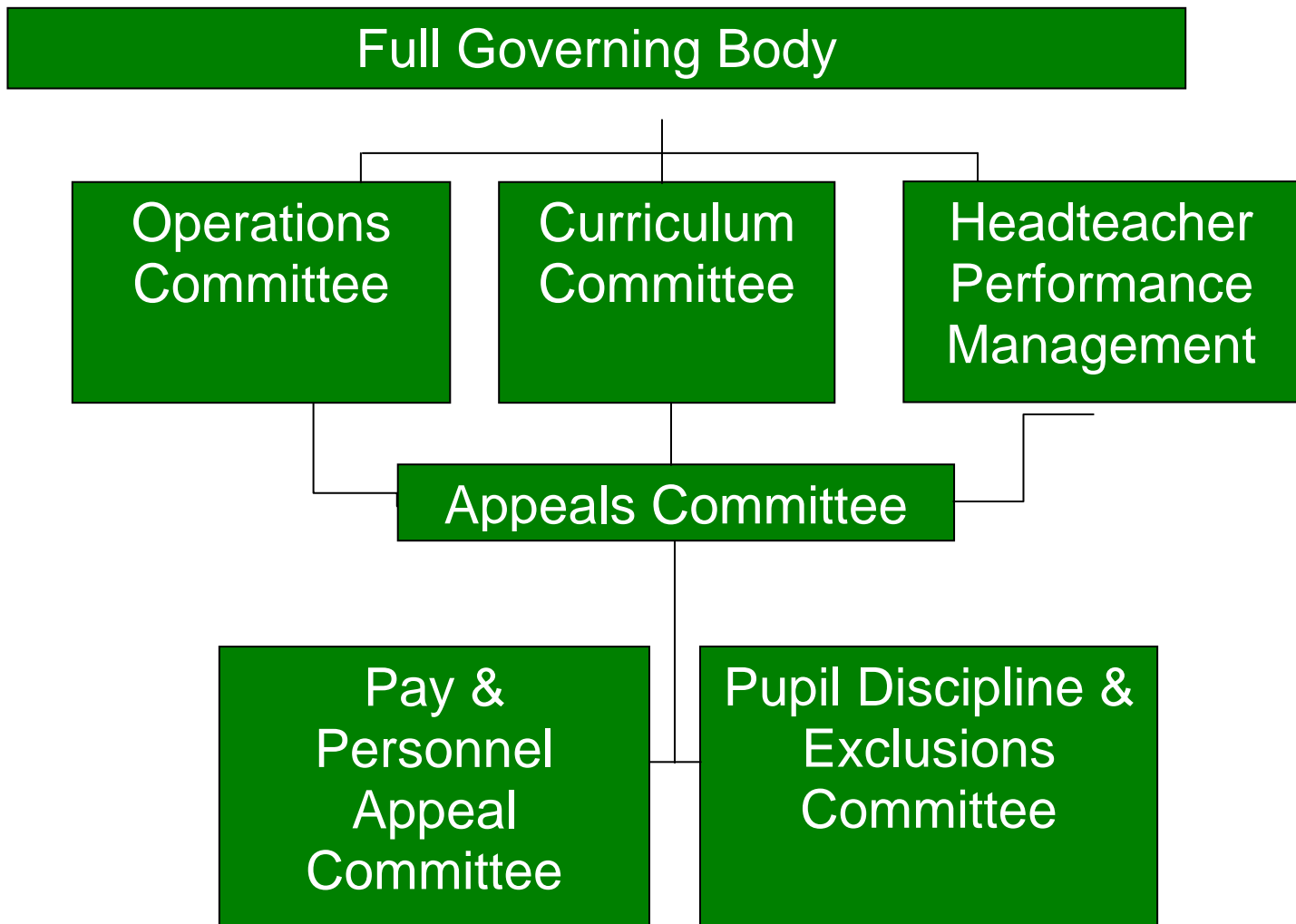
Staff Governor (1)

Teaching and support staff who, at the time of election, are employed by either the governing body or the local authority to work at the school under a contract of employment, are eligible to be staff governors.

The Headteacher

The headteacher is a member of the governing body by virtue of their office.

Committee Structure...



The Governing Body Committees...

COMMITTEE	MEMBERSHIP	FREQUENCY
Full Governing Body	All Governors	Five times per year
Operations (Finance, Personnel, Pay and Premises)	Peter Holmes(Chair) Gita Datta(VC), Fatima Begum , Remi Atoyebi, Runa Begum	Four Times a Year
Curriculum Committee	Roger Courtenay,(Chair) , Shelagh Taylor(VC), Remi Atoyebi, Penny Seymour, Ana Svab, Husna Begum	Termly
Headteacher Performance Management	Peter Holmes(Chair) Fatima Begum, , David Sayers	Annually
Pay and Personnel Appeals	All governors able & eligible to participate with the exception of operations committee governors.	As required
Review Officer	Mike Tyler	As required
Statutory Committees Hearing including: <i>Grievance/Disciplinary/ Dismissal</i> <i>Pupil Discipline and Exclusions</i> <i>Appeals</i>	All governors able & eligible to participate, excluding those on the original hearing	As required

Curriculum Links...

Each member of the governing body is allocated an area of the school's curriculum to oversee. Governors meet their respective subject leaders termly to discuss their school improvement plans, observe lessons and attend events related to that subject.

GOVERNOR	GOVERNOR TYPE	AREA OF RESPONSIBILITY	VISIT MONTH
Theresa Holland	Co-opted	Science	September
Husna Begum	Co-opted	Foundation Stage/ OoSHL and Parental Engagement/Rights Respecting School	October
Shelagh Taylor	LA	ICT/ PSHE/Sports	November
Peter Holmes	Co-opted	Headteacher Performance Management	Nov/Dec
David Sayers	Co-opted	Creative Arts/Performing Arts/PMFL/HT Performance Management	January
Fatima Begum	Parent	Inclusion-SEN/Equal opportunities/Community Cohesion/ HT Performance Management	February
Gita Datta	Parent	Oracy through the Humanities(History/Geography)	March
Theresa Holland	Co-opted	RE and Citizenship	April
Ana Svab	Co-opted	Literacy/Pupil Premium	May
Roger Courtenay	Co-opted	Numeracy	June
Mike Tyler	Co-opted	Young People in Public Care(Looked After Children) Safeguarding/.Child Protection/SCR/PREVENT	Fortnightly Visits /Minutes of meetings available on request.

Code of Conduct...

This code sets out the expectations on and commitment required from school governors, trustees and academy committee members in order for the governing board to properly carry out its work within the school/s and the community. It can be amended to include specific reference to the ethos of the particular school. Unless otherwise stated, 'school' includes academies, and it applies to all levels of school governance.

This code can also be tailored to reflect your specific governing board and school structure, whether that is as a maintained school or academy, either as a single school or group of schools. Where multiple options are given, i.e. lead executive/headteacher and governor/trustee/academy committee member, please amend to leave the option relevant to your governing board.

The governing board has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the headteacher
- Monitoring progress towards targets
- Performance managing the headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the governing body and the role of the headteacher.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.

- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the headteacher.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits arranged in advance with the headteacher and undertaken within the framework established by the governing board.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open government, 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.
- In the interests of transparency we accept that information relating to governors will be collected and logged on the DfE's national database of governors (Edubase).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.

- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the headteacher, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

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 act 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 obligation to outside individuals or organisations that might seek to 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.

Honesty - Holders of public office have a duty to declare any private interests 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.

Adopted by the governing board of Osmani Primary School in October 2016.

The Governing Body of Osmani Primary School have adopted this code of practice in October 2016.

Governors will sign the Code at the first governing body meeting of each school year.

Undertaking:

- As a member of the Governing Body, I will always have the well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the Governing Body, the Headteacher or staff.

Designation	Name	Signature
Parent	Fatima Begum	
Parent	Gita Datta	
LA	Shelagh Taylor	
Staff	Penny Seymour	
Staff - Headteacher	Oluremi Atoyebi	
Co-Opted	Ana Svab	
Co-Opted	Peter Holmes	
Co-Opted	Mike Tyler	
Co-Opted	Dr Roger Courtenay	
Co-Opted	David Sayers	
Co-Opted	Theresa Holland	
Co-Opted	Runa Begum (SBM)	
Co-opted	Husna Begum	

Terms of Reference...

STANDARDS AND CURRICULUM COMMITTEE TERMS OF REFERENCE

Membership

Shall not be less than three Governors plus the Headteacher.
The Committee may co-opt non-voting members.

Quorum

Three Governors including the Headteacher.

Meetings

At least once per term and otherwise as required.

Responsibilities

Curriculum and monitoring results
Performance management
Target setting
SEN
Standards

CURRICULUM

1. To review the school's Curriculum Statement and Curriculum Policy in the light of the LA Curriculum Statement and the school's statutory obligations regarding the National Curriculum, and to make recommendations for ratification of these to the Governing Body to ensure Osmani School delivers a broad and balanced curriculum in keeping with the school's aims and legal requirements. .
2. To ensure that subject policies are regularly reviewed and revised if appropriate.
3. To monitor and evaluate the curricular aspects of the School Development Plan and, on advice from the Headteacher, decide future priorities for improvement.

TARGET SETTING

4. To ensure that challenging performance targets are set for each keystage annually, monitored and evaluated and regular reports made to the GB.

MONITORING RESULTS

5. To monitor and review information about school performance, and report to parents according to statutory requirements.

PERFORMANCE MANAGEMENT

6. To ensure that the school's Performance Management Policy is reviewed and implemented.
7. To ensure that the headteacher's performance objectives are set and reviewed annually. This will be undertaken by 2 Governors including the Chair of this committee and an external advisor.

SPECIAL EDUCATION NEEDS (SEN)

8. To review the school's Inclusion Policy in the light of statutory requirements, the Code of Practice for Special Educational Needs and in the light of guidance from the LA, CRE and others and ensure that the school carries out its responsibilities for pupils with SEN.

***The SEN Governor should be a member of this committee.

STANDARDS

9. To review the policy and provision for Collective Worship and Religious Education and make recommendations where necessary.
10. To review the policy and provision for Sex Education and make recommendations where necessary.
11. To review the policies and provision for promoting Equal Opportunities and make recommendations where necessary.
12. To review changes to school session times and make recommendations where necessary.
13. The committee will further consider the school's aims, policies and provision relating to social inclusion, pastoral support and home/school links and will monitor their practical workings. Issues to be considered will include:-
 - recommending the school's Home to School Agreement for adoption by the GB and any revisions to it
 - recommending the governor's statement of general principles on pupil discipline for adoption by the full GB
 - ensuring the school has appropriate policies and procedures in place to respond appropriately to pupil discipline issues
 - reviewing the use of exclusions in the school and report to the GB
 - monitoring pupil attendance and considering measures to improve attendance
14. To respond to complaints about the curriculum in accordance with LA recommended procedures.

FINANCE AND PREMISES (OPERATIONS) COMMITTEE TERMS OF REFERENCE

Membership

- Shall not be less than three Governors plus the Headteacher.

Quorum

- Three Governors including the Headteacher.

Meetings

- At least once per term and otherwise as required.

The Operations Committee will:

1. Receive and examine the first draft of the annual budget from the Headteacher and recommend the final draft to the full Governing Body.
2. Agree with the Headteacher the minimum frequency, level of detail and general format of the financial information to be provided to it in relation to budget monitoring reports and ensure that this information is set out in the Finance Policy.
3. Monitor, at least once each term, the progress of actual income and expenditure against each budget heading and the revised forecast during the year.
4. Authorise expenditure for goods and services valued between £10,001 and £15,000 on any one item. To facilitate this, a minimum of three quotations will be obtained and the procedure supervised by the finance committee (except where SLA agreements act on our behalf to test the market).
5. Where the level of expenditure exceeds £15,000, the governing body's authorisation will be required.
6. Authorise all virements of funds between budget headings with a value between £10,001 and £15,000 and inform the Governing Body of any such virements.
7. Consider and review the school's financial management code of practice and recommend it to the Governing Body for approval.
8. Consider and review the school's Charging Policy (including Lettings) and recommend it to the Governing Body for approval.
9. Receive and, where appropriate, respond to audit reports.
10. Consider the award of contracts in line with proper procedures up to the limits set by the Governing Body.

11. Take decisions on financial matters that need to be dealt with between meetings of the Governing Body and make recommendations for Chair's Action.
12. Consider and advise the Governing Body on the financial implications of adopting policies with long-term budget implications.
13. Ensure that accounts are properly finalised at end of year and review outturn.
14. Evaluate the effectiveness of spending decisions.
15. Ensure that the school complies with health and safety regulations, and assist the Headteacher and Governing Body to discharge their duties in collaboration with the LA.
16. Consider the LA's policies on health and safety and agree a policy for the school.
17. Monitor the effectiveness of the school's health and safety arrangements, make periodic inspections of the building and equipment and report annually to the Governing Body.
18. To annually inspect the premises and prepare a statement of priorities for maintenance and development for the approval of the Governing Body.
19. Ensure that minutes are taken of meetings of the Operations Committee, including all decisions and details of action to be taken and by whom, and that these minutes are signed by the Chair of Committee.

HEADTEACHER'S APPRAISAL COMMITTEE

Membership

- shall be no fewer than two Governors of whom the Headteacher and staff governors may not be participants.

Quorum

- Two Governors

Meetings

- At least twice per year, and otherwise as required.

Terms of Reference

1. To arrange to meet with the External Adviser to discuss the Headteacher's performance targets.
2. To decide, with the support of the External Adviser, whether the targets have been met and to set new targets annually.
3. To monitor through the year the performance of the Headteacher against the targets.
4. To make recommendations to the Operations Committee in respect of pay awards for the successful meeting of targets set.

PERSONNEL AND PAY COMMITTEE TERMS OF REFERENCE

Membership

- Shall not be less than three Governors plus the Headteacher.
- The Committee may co-opt non-voting members.

Quorum

- Three Governors including the Headteacher.

Meetings

- At least twice per year, and otherwise as required.

Terms of Reference

1. To draft and recommend for adoption by the governing body levels of delegated authority for staff appointments. The procedures for the appointment of the Headteacher and Deputy Headteacher shall at all times be decided by the Governing Body.
2. To make such staff appointments as are delegated to it by the governing body.
3. To review and recommend for adoption by the Governing Body the procedures for dealing with discipline and grievances and ensure that staff are informed of these.
4. To review and recommend for adoption criteria for redundancy when required.
5. To agree contracts for provision of personnel and payroll services and to monitor the quality of delivery.
6. To ensure that the school's pay policy is reviewed annually, following consultation with the staff, and to ensure that it is in line with the *School Teachers Pay and Conditions Document* and any statutory advice and guidance from the LA.
7. To make recommendations on the procedure and method for determining the salaries (and salary review) of the Head, Deputy and Assistant Head, making reference to the LA's guidance.
8. Following performance review, to undertake an annual salary review for the Headteacher in the autumn term and to provide her with a written salary statement.
9. Following performance review, to undertake an annual salary review for the Deputy Headteacher in the autumn term and to provide a written salary statement.

10. Following performance review, to undertake an annual salary review for the Assistant Headteachers in the autumn term and to provide a written salary statement.
11. Following performance review, to undertake an annual salary review for all teachers in the autumn term and to provide them with a written salary statement.
12. Submitting reports of these decisions to the Governing Body; and ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.
13. To make decisions about the staffing structure for the school, taking into account the school's budget situation.
14. To review policy and provision of performance management and appraisal.
15. To review policy and provision of staff induction and to ensure provision of an effective up-to-date staff handbook.
16. To monitor recruitment and retention and evaluate measures aimed at recruitment and retention of quality staff.
17. To provide support and advice to the Headteacher in respect of staff issues in general.
18. At least one member of the recruitment panel must be suitably trained, i.e. Safer Recruitment Training.

The Appeals Committee of the Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

Governors Annual Work Plan...

OSMANI: GB Work Plan 2016-2017

AGENDA ITEM	FREQUENCY	18 OCT	6 DEC	28 MAR	16 MAY	11 JUL		COMMENTS
DECLARATION OF BUSINESS INTEREST	Annually	Yes						Governors and staff with financial responsibility
RECONSTITUTION	As Required	Yes						
ELECTION OF CHAIR & VICE CHAIR	Annually	Yes						
COMMITTEE MEMBERSHIP	Annually	Yes						
COMMITTEE TERMS OF REFERENCE	Annually	Yes						
GOVERNOR LINK RESPONSIBILITIES	Annually	Yes						CP / SEN / LAC / H&S
HEADTEACHER'S REVIEW	Annually			Yes				Before December
STAFF PAY AWARDS	Annually		Yes					From Resources Committee
RESULTS	Annually	Yes						
RAISEONLINE	Annually		Yes					
DATA DASHBOARD	Annually				Yes			
CURRICULUM CHANGES	As Required	Yes						
PUPIL PREMIUM EVALUATION	Annually					Yes		
SAFEGUARDING REPORT	Annually					Yes		
REVIEW SEF	As Required	Yes				Yes		
REVIEW SCHOOL IMPROVEMENT PLAN		Yes				Yes		
STAFFING STRUCTURE	Annually			Yes				
BUDGET MONITORING	Every Meeting	Yes	Yes	Yes	Yes	Yes		From Resources Committee
SFVS SKILLS MATRIX	Annually			Yes				Resources Committee & GB Chair
SFVS	Annually			Yes				From Resources Committee
SLA REVIEW	Annually		Yes					From Resources Committee
INCOME/EXPENDITURE BENCHMARKING	Annually				Yes			From Resources Committee
BUDGET APPROVAL	Annually				Yes			From Resources Committee
EXCESS SPENDING PLAN	Annually – As Required				Yes			From Resources Committee
AUDIT OF SCHOOL FUND ACCOUNT	Annually			Yes				From Resources Committee
SCHEME OF DELEGATION	Annually			Yes				
REVIEW OF ASSET REGISTER	Annually		Yes					From Resources Committee
REVIEW OF BUSINESS CONTINUATION PLAN	Annually			Yes				
STATEMENT OF INTERNAL CONTROL	Annually			Yes				
FINANCIAL MANAGEMENT PROCEDURES	Annually			Yes				From Resources Committee
CHARGING & REMISSIONS POLICY	Annually				Yes			
WHISTLE BLOWING POLICY	Annually	Yes						
HEALTH & SAFETY POLICY	Annually	Yes						
ANNUAL HEALTH & SAFETY REPORT	Annually					Yes		
CHILD PROTECTION POLICY	Annually		Yes					
COMPLAINTS POLICY	As Required	Yes						Update from DfE
PAY POLICY	Annually	Yes						Update from LA
SICKNESS PROCEDURE	As Required	Yes						Update from LA
MEDICAL CONDITIONS POLICY	As Required	Yes						Update from DfE
POLICIES	As Required							Refer to Policy Review Schedule
GB DEVELOPMENT PLAN	Annually	Yes	Yes	Yes				Skills Analysis
WHOLE GB TRAINING	Annually							20 October 2015 - AD
WHOLE GB SAFEGUARDING TRAINING	Every Three Years	Yes						Before Oct 2017
GB WORK PLAN	Annually					Yes		
BUILDING DEVELOPMENT PLAN	Annually					Yes		PFI
FIRE DRILL REPORT	Every Term		Yes	Yes		Yes		PFI
INCIDENTS OF BULLYING	Every Meeting	Yes	Yes	Yes	Yes	Yes		
INCIDENTS OF RACISM	Every Meeting	Yes	Yes	Yes	Yes	Yes		
MEETING DATES FOR NEXT YEAR	Annually					Yes		
SEN REVIEW OF LOCAL OFFER	Annually	Yes						
'KNOW YOUR SCHOOL' Checklist	Annually		Yes					

GOVERNING BODY DECISION PLANNER

Governing bodies are accountable in law for all major decisions about the school and its future. However, this does not mean that they are required to carry out all the work themselves. Very many of the tasks can and should be delegated to individuals and committees. It is vital that the decision to delegate a task/responsibility to an individual is made by the full governing body and recorded – without such a formula, the individual/committee has no power to act.

The table below sets out the major areas of responsibility for governing bodies and who they can delegate each task to; it also records where the NGA does not think that, even if a task/responsibility can be delegated, this would be good practice.

This planner shows to which level the governing body may legally delegate functions. Please note that the decision planner does not apply to academy governing bodies.

Key

Level 1: Full governing body

Level 2: A committee of the governing body

Level 3: An individual governor

Level 4: Headteacher.

Green box Function **cannot** be legally carried out at this level.

- ✓ Action could be undertaken by this level.
- * Although legally possible to delegate to this level, the NGA would not recommend it. Significant decisions, monitoring and evaluation are best undertaken by the governing body or a committee with delegated authority, not by individuals. As long as it is in line with the regulations governing bodies are free to decide for themselves.

There is also space for notes relevant to your governing body – for example, you should specify which committee or individual a particular task will be delegated to.

- The governing body is responsible for the strategic direction of the school
- Committees can be given delegated authority to make decisions, monitor, evaluate and review particular plans, policies and targets. The head and staff play the major role in formulating plans, policies and targets to bring to committees or to the governing body for discussion prior to adoption by the full governing body.
- The head is responsible for internal organisation, management and control of the school and is accountable to the governing body.
- Although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation.

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
Budgets	To approve the first formal budget plan each financial year (and depends on your local scheme of financial delegation)	✓	✓			
	To monitor monthly expenditure.	✓	✓		✓	
	To establish a charging and remissions policy	✓	✓		✗	
	To enter into contracts (GB should agree financial limits)	✓	✓		✓	
Staffing	Appoint selection panel for headteacher	✓				
	Appoint selection panel for deputy head	✓				
	Appoint selection panel for other members of the senior leadership team	✓	✗		✗	
	Appoint other teachers	✗	✗		✓	
	Appoint non-teaching staff	✗	✗		✓	
	To put in place a pay policy	✓	✓			
	To decide upon pay discretions in line with the pay policy and legal requirements.	✗	✓			
	Dismissal of headteacher	✗	✓			
	Initial dismissal of other staff	✗	✗		✓	
	Suspending head	✗	✓	✓		
	Suspending staff (except head)	✗	✗		✓	
	Ending suspension (head)	✓	✓	✓		
	Ending suspension (except head)	✓	✓	✓		
	Setting the overall staffing structure	✓	✓			
	In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights	✓	✓			
	Determining dismissal payments/ early retirement	✓	✓			
	To produce and maintain a central record of recruitment and vetting checks	✗	✗		✓	
Establish and review procedures for addressing staff discipline, conduct and grievance.	✓					

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
Curriculum	Ensure National Curriculum (NC) taught to all pupils.	✓	✓		✓	
	To consider any disapplication for pupil(s)	✗	✗		✓	
	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)	✓	✓		✗	
	Establish and review a sex education policy (including in primary schools where the GB must decide whether to teach sex education) and ensure that parents are informed of their right to withdraw their children.	✗	✗		✓	
Extended schools	To decide whether to offer additional activities and what form these should take	✓	✗		✗	
	To put into place the additional services provided	✗	✗		✓	
	To decide whether to stop providing additional activities.	✓	✗		✗	
Performance management	To formulate and review teacher appraisal policy	✓	✓			
	To appoint the panel to carry out the appraisal of the head teacher.	✓	✓			
	To carry out appraisal of other teachers.				✓	
Discipline/exclusions	To produce a set of written principles for the school behaviour policy and present these to the headteacher, parents, staff and students for consultation.	✓	✓			
	To draft the content of the school behaviour policy and publicise it to staff, students and parents.				✓	
	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 in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)	✗	✓			
Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
Admissions	To consult annually before setting an	✓	✓			

	admissions policy (VA and foundation schools)					
	Admissions: application decisions (VA, foundation and special schools)	x	✓			
	To appeal against LA directions to admit pupil(s) (voluntary, foundation and special schools; also community and VC schools where LA is the admissions authority)	x	✓			
Premises & insurance	Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate.	✓	x			
Health & safety	To ensure a health and safety policy and procedures are in place.	✓	✓			
	To ensure that health and safety regulations are followed	x	x		✓	
School organisation	To publish proposals to change category of school	✓	✓			
	To decide whether to convert to academy status	✓				
	Propose to alter or discontinue voluntary foundation or foundation special school	✓	x			
	To set the times of school sessions and the dates of school terms and holidays (except in community, special and VC schools where this is the LA's role)	✓	x			
	To ensure that school lunch nutritional standards are met	x	x		✓	
	To ensure provision of free meals to those pupils meeting the criteria	x	x		✓	
	To establish a data protection policy and review it at least every two years.	x	✓		✓	
	Maintain a register of pupil attendance	x	x		✓	
Information for parents	Adopt and review the home-school agreement	✓	✓			
	Establish, publish and review a complaints procedure.	✓	✓		x	
	To establish and publish a Freedom of Information scheme and ensure the school complies with it.	✓	✓		✓	
Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
GB procedures	To draw up an instrument of government and any amendments thereafter	✓				
	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body	✓				
	To appoint and dismiss the clerk	✓	✓		x	

	To appoint and remove community or sponsor governors (if constituted under 2007 regulations) or co-opted governors (if constituted under 2012 regulations).	✓				
	To set up a register of governors' business interests	✓	✓			
	To approve and set up a governors expenses scheme	✓	✓		*	
	To consider whether or not to exercise delegation of functions to individuals or committees.	✓				
	To regulate the GB procedures (where not set out in law)	✓				
Federations	To consider forming a federation or joining an existing federation	✓				
	To consider requests from other schools to join the federation	✓				
	To leave a federation	✓				
Inclusion and equality	To establish and review a special educational needs (SEN) policy.	✓				
	To establish and publish annually an 'Equality information and objectives statement', and review equality objectives every four years.	✓	✓		✓	
	To designate a "responsible person" for children with SEN in community, voluntary and foundation schools	✓	✓		✓	
	To designate a "responsible person" for looked after children in community, voluntary and foundation schools	✓	✓		✓	
	To establish an accessibility plan and review it every three years.	✓	✓		✓	
	To establish and review annually a child protection policy and relevant procedures.	✓	✓		*	

Challenge and Support Questions...

- How much does it cost?
- How do you know that?
- What difference is this making?
- When should we expect to see a difference?
- How does it compare with others/to the last time?
- Why did you decide on this?
- Did you consider other options?
- Where is the most or least progress being made? Why?
- What is going well? Why?
- What are you going to do about it?
- How do you know.....is effective?
- What do the teachers and support staff think?
- When will this be completed?
- What does this mean for the children?
- What can governors do to help?
- What can families do to help?
- What will be different for pupil/parents/staff/partners?

2016-2017 Meeting Dates...

	Operations including Personnel and Pay	Standards and Curriculum	Full GB
	Tuesday 5.00pm	Thursdays 4.00pm	Tuesdays 5.00pm
Autumn 16			18 th October 2016
	29 th November 2016	1st December 2016	6 th December 2016
Spring 17	21 st March 2017	23 rd March 2017	28 th March 2017
	9 th May 2017		16 th May 2017
Summer 17	4 th July 2017	6 th July 2017	11 th July 2017

Teaching and Learning Leaders Report to HT and Governing Body

		Sep/Dec	Jan/April	May/July
2015/2016 (year 1)	All Teaching and Learning Leaders are expected to produce a report on a termly basis.	<i>Curriculum reports presentation</i> EAL, inclusion and SEN, SLD teacher, Learning Mentors, Assessment Creative Arts	<i>Curriculum reports presentation</i> Maths, English, Science/RWInc	<i>Curriculum reports presentation</i> EYFS, ICT, RE/Citizenship
2016/2017 (year 2)		<i>Curriculum reports presentation</i> EAL, inclusion and SEN, SLD teacher, Learning Mentors, Assessment, Teaching and Learning Approaches and Performing Arts	<i>Curriculum reports presentation</i> Maths, English, Science, Oracy through the Humanities	<i>Curriculum reports presentation</i> EYFS, ICT, PE/ PSHE, Sex and Drugs Ed
		Statutory Targets set Review of business Partners Governor visits	Curriculum budgets Monitor after school Clubs Governor visits	SATs results Scrutinised Overview of enrichment activities Governor visits
		Statutory Targets set Review of business Partners Governor visits	Curriculum Budgets Monitor after school Clubs Governor visits	SATs results Scrutinised Overview of enrichment activities Governor visits

DFE initiatives will be added where necessary

Leaders of focus areas are encouraged to attend and present their report at Governing Body meetings.

Cycle of Policy Review

		Au.1	Au.2	Sp.1	Sp.2	Su.1	Su.2
Year 1 15/16	Teaching & Learning	Assessment principles and Assessment incl. feedback and marking	Creative Arts PMFL EAL Teaching and Learning Approaches incl. AfL Target setting Display Pupil Premium	English inc. Handwriting RWInc	Maths incl. calculations policy Science Presentation	EYFS,EYFS Transitions / ICT/ e-safety, Science RE and Citizenship SMSC Assessment incl. marking policy Homework	Curriculum statement/ Framework Presentation
	Ethos	Inclusion/SEND Information Report All Equalities policies–Equalities objective (every 4yrs/ publish information on compliance annually) /Accessibility plan (next review 17–18) Attendance	Collective worship	Community Cohesion	Gifted & Talented OoSHL/Extra–Curricular Equalities data on website	Parental Engagement/ Volunteers Medical needs OoSHL	Whole school transition policy Learning Mentors Home–School Agreement

Management	<p>Single Central Record</p> <p>Financial management procedures/calendar / Scheme of delegation</p> <p>Staff Appraisal Pay Asset Disposal/Debt Write off policy</p>	<p>Statutory Information on website</p> <p>Asset Management</p> <p>Instrument of government and register of business interest</p> <p>SFVS</p>	<p>Staff Absence /discipline conduct and grievance procedure</p> <p>Pay policy</p> <p>Review of staffing structure</p> <p>Critical Incident</p>	<p>Charging policy</p> <p>Freedom of Information</p> <p>Data Protection</p> <p>Flexible Working policy</p>	<p>Monitoring and Evaluation</p> <p>CPD</p> <p>Premises management documents</p>	<p>All safeguarding policies(in folder)</p> <p>Behaviour principles and Behaviour incl. Anti-bullying, including cyber bullying/e-safety</p> <p>Child protection/Whistleblowing</p> <p>H&S policy incl.fire Procedures</p> <p>Managing allegations against staff</p> <p>Supporting pupils with medical conditions</p> <p>Educational Visits</p> <p>Risk assessments</p> <p>Staff Handbook</p>
-------------------	---	---	---	--	--	--

The school adopts all LA policies relating to Admissions/Exclusion/Freedom of Information/HR and Personnel

Year 2 16/17	Teaching & Learning	<p>Assessment principles and Assessment incl. feedback and marking</p>	<p>Teaching and Learning Approaches incl. AfL</p> <p>Performing Arts</p> <p>Target setting</p> <p>Pupil Premium</p>	<p>English inc. Handwriting</p> <p>Oracy through the Humanities</p>	<p>Maths incl. calculations policy</p> <p>Science</p> <p>Presentation</p>	<p>EYFS,EYFS Transitions/ ICT/ e-safety</p> <p>PE/ PSHE incl. Sex and Drugs Ed./Whole school food</p>	<p>Curriculum statement/ Framework</p> <p>Presentation</p>
---------------------	--------------------------------	--	---	---	---	---	--

Ethos	<p>Inclusion/SEND Information Report</p> <p>All Equalities policies–Equalities objective (every 4yrs/publish information on compliance annually) /Accessibility plan (Year 4) (next review 17–18)</p> <p>Attendance</p>	<p>Homework</p> <p>SMSC</p>		<p>NQT/New staff Induction</p> <p>CPD</p>	<p>Complaints Procedure</p>	<p>Whole school transition policy</p> <p>Learning Mentors</p> <p>Home–School Agreement</p>
	Management	<p>Single Central Record</p> <p>Pay policy/capability</p> <p>Financial management procedures/calendar / Scheme of delegation</p> <p>Staff Appraisal</p> <p>Pay</p> <p>Asset Disposal and Debt Write off</p>	<p>Statutory Information on website</p> <p>Asset Management</p> <p>Instrument of government and register of business interest</p> <p>SFVS</p>	<p>Staff Absence /discipline conduct and grievance procedure</p> <p>Review of staffing structure</p> <p>Critical Incident</p>	<p>Charging policy</p> <p>Freedom of Information</p> <p>Data protection</p>	<p>Monitoring and Evaluation</p> <p>Teaching Assistant</p> <p>PE Premium</p>

The school adopts all LA policies relating to Admissions/Exclusion/Freedom of Information/HR and Personnel

Year 3						
Year 4						FOI

Governor Visits...

GOVERNORS VISITS TO SCHOOL

Is going in to school on an “official” governor visit a new experience for you?

Hopefully the following points will answer some of your questions.

There are two main reasons why Governors make visits to the school.

Firstly a new governor may visit to familiarise themselves with the school. A more experienced Governor may visit to acquaint themselves with changes to the school or re-familiarise themselves if they have not visited for a while.

The second main reason for a school visit is a focused visit, part of the governors “monitoring” role and part of the work of the committee or working party to which the governor is assigned.

Governors with responsibility for a curriculum area should normally visit the school termly. For other areas of responsibility visits are made as appropriate.

What do we mean by “monitoring”?

As governors we need to see that the National Curriculum is being delivered and that our pupils are receiving the best possible education. Our role is to concentrate on an "overview" of the development of the school, and not to get too tied up with the detail that is the business of the staff in their day to day teaching.

How do we do this?

We select an area to monitor for a period of time – usually related to a priority on the School Development Plan. We then follow the procedure set out for governor visits to school.

What should you expect from a visit?

As set out in the following “Procedure for Governor Visits to School”, governors will be well prepared and will have precise questions that they wish to answer from the visit.

More generally it allows the governor to become familiar with the school at work, and to get to know the children (not individually but in a class situation). It allows the governor to see teaching taking place so that when the committee receives reports, and discussions take place, the governor sees things in the context of the school.

Visits should be viewed by the governor as adding to their personal bank of knowledge, which at some time may be brought forward to contribute to a discussion or evaluation at a meeting of a committee or of the full governing body.

PROCEDURE FOR GOVERNOR VISITS TO SCHOOL

1. The purpose of the visit will be clearly defined.
 - Monitoring will support the School Development Plan, i.e. it will concentrate on areas of the plan highlighted for development.
2. Dates and times for the visits will be agreed with the Headteacher and staff involved. It would be ideal if the visiting governor can spend at **least 3hours** in the school. Therefore, a morning or an afternoon would be preferably.
3. Preparation for the visits will be thorough:
 - Planning will take place at a relevant Committee meeting.
 - The teacher/governor or curriculum leader will provide the committee with the information and documents needed for them to gain an overview of the issue being considered.
 - Governors will produce a number of clear questions they wish to answer from their visit.
4. Making the Visit
 - All governors making an official visit will go first to the Headteacher's office.
 - The Headteacher will discuss details for the visit.
 - Visits will be timed, where possible, to allow governors a short time with the class teacher and/or curriculum leader before the lesson begins.
 - The Class teacher and governor will mutually agree the role most appropriate for the governor, on the occasion of the visit.
 - The visit may include a range of activities such as attending assembly, visiting a number of classes with a clear focus to look out for in the classrooms, looking at quality of resources, displays etc.
 - Governors will thank the class teacher at the end of the session.
 - Governors will report back to the Headteacher after the visit.
 - If possible, governors will then report back to the class teacher. If timing does not allow this the Headteacher will report back on the governor's behalf.
5. Governors will produce a written report in an agreed format to feedback information to the relevant Committee. The report will first be given to the Headteacher. A sample of the report form is attached.
6. Reports of governor visits will be included in the information sent out to governors with the Headteacher's Report, or Committee Minutes prior to full Governing Body meetings.
7. The visiting governor will give a short summary of their visit during the full governing body meeting.

GOVERNOR REPORT OF SCHOOL VISIT

Governor:
Date of visit:
Focus of visit:
Key Question(s) linked to School Development Priorities
Any other questions you would like to ask?
Findings: <i>Linked to question(s)</i>
Additional Questions about Behaviour for Learning:
<ul style="list-style-type: none">• <i>What is children's behaviour like? E.g Are they polite, respectful.</i>• <i>When children are moving around the school, what is it like?</i>• <i>How engaged or 'on task' are the children? Is learning time being wasted?</i>• <i>How consistent are the routines which support learning? E.g children know what to do when they have finished a piece of work.</i>• <i>What is the quality of children's work? /How much pride do children take in their work? E.g presentation, no graffiti, scribbling in the books, work untidy?</i>
Any issues arising from visit:
Signed: _____ Date: _____
How have issues identified as a result the visit being addressed by the school?

Questions and Answers...

How many meetings are held?

Nine meetings are held every year - six full governing body meetings (one for each half term) and three finance, personnel and premises committee meetings (one for each term).

What should I do if I am interested in becoming a school governor?

If you would like to discuss the matter further, speak to a parent/staff governor or the Headteacher.

Where can I find more information about school governors in Tower Hamlets?

Further information about Governor Services can be viewed on the Tower Hamlets Council website at www.towerhamlets.gov.uk. For further information about the Department for Education's thinking on governance, see their *Governors' Handbook*, September 2014, available at:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/352752/Governors_Handbook_2014.pdf

Who can I speak to if I have a question about the governing body?

Parent governors are always happy to discuss the role of the governing body. There is usually at least one parent governor available when children are dropped off in the mornings or collected during the afternoons. If you would like to be introduced, please speak to a member of office staff.

What is the procedure for raising an issue related to the school?

In the first instance, a concern should be addressed to your child's class teacher. If the complaint remains unresolved, please speak with the Head of Phase, if after speaking to the Head of Phase the matter still remains unresolved, please speak to the Deputy Headteacher or Headteacher. However, if it is felt necessary, the next step would be to contact the Chair of Governors at the following address:

*The Chair of Governors, School Office,
Osmani Primary School, Vallance Road, Whitechapel, London E1 5AD*

The DfE will look into the matter and give a written reply. A copy of the full complaints procedure for parents is available in the school office or can be found under 'Policies' on the school website:

www.osmani.towerhamlets.sch.uk/policies

Training List of Current Governors...

Name of Governor	Category of Governor	Training
Fatima Begum	Parent	Governor Induction March 2015 New Governors Finance Training July 2015 Understanding Internal Audit July 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016
Gita Datta	Parent	New Governor Induction December 2016 Schools Finance Training October 2016
Husna Begum	Co-opted	New Governor Induction July 2016 Schools Finance Training October 2016
Shelagh Taylor	LA	Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016
Penny Seymour	Staff	Safer Recruitment June 2012 Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 PREVENT January 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016

Oluremi Atoyebi	Headteacher	Safer Recruitment September 2011 Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 PREVENT January 2015 New Governors Finance Training July 2015 Understanding Internal Audit July 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016
Ana Svab	Co-opted	New Governor Induction October 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016
Peter Holmes	Co-opted	Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 New Governors Finance Training July 2015 Understanding Internal Audit July 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016
Mike Tyler	Co-opted	Safer Recruitment June 2012 Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 PREVENT January 2015 OFSTED 2015 Common Inspection Framework July 2015

		<p>Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016</p>
Dr Roger Courtenay	Co-opted	<p>Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016</p>
David Sayers	Co-opted	<p>Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016</p>
Theresa Holland	Co-opted	<p>Governor Induction Safer Recruitment June 2012 Child Protection November 2011 OFSTED Inspections May 2012 Raise Online December 2012 Role of the Governing Body May 2013 Data Dashboard May 2013 Use of Pupil Premium Grant May 2013 Public Sector Equality Duty October 2013 Child Protection November 2014 Taking the Chair April 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016</p>
Runa Begum (SBM)	Co-opted	<p>Child Protection November 2014 New Governors Finance Training July 2015</p>

		Understanding Internal Audit July 2015 OFSTED 2015 Common Inspection Framework July 2015 Becoming an Outstanding Governing Body October 2015 PREVENT March 2016 Schools Finance Training October 2016
--	--	--

