



ST MATTHEW'S
CE PRIMARY SCHOOL

Governor Handbook

2022-23



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Governance at St Matthew's

Mission Statement, Values and Vision



As a St Matthew's learner, you will...

KNOW YOURSELF

Understand how you learn best and when to ask for help; know your talents; ask questions that help determine your own beliefs



CELEBRATE DIFFERENCE AND DIVERSITY

Respect different points of view, cultures and beliefs; be open-minded and accepting; know how to disagree well; show kindness to others

STAND ON YOUR OWN TWO FEET

Be independent learners; feel empowered; demolish stereotypes; know how to stay safe and help keep others safe; manage your emotions



WORK WELL TOGETHER

Have the social skills and empathy needed to work as a team: leading, negotiating and compromising when needed to ensure shared success

DREAM BIG

Set ambitious goals for the future and have the drive, strength and determination to make them happen



MAKE EXCELLENT PROGRESS

Be proud of your strong academic progress and achievements, and the effort it has taken to accomplish them

EMBRACE THE OUTDOORS

Be at one with nature; stand in awe at the wonder of God's creation; be responsible stewards of the Earth and its finite resources



FEEL A DEEP SENSE OF JOY

Laugh and smile at every opportunity but know that it's okay not to be okay sometimes; know how to care for your mental health

STAND UP FOR WHAT YOU BELIEVE IN

Speak truth into situations, even if challenging; champion your own rights and the rights of others; be charitable with your time and resources



DRAW ON YOUR CREATIVE TALENTS

Dare to think differently; explore different options; take risks; develop ideas with confidence, learning from any mistakes you make along the way

OUR SCHOOL VALUES

| | |
|---|---|
|  <p>RESPECT We treat others how we wish to be treated</p> |  <p>ASPIRATION We work hard to make our dreams a reality</p> |
|  <p>KINDNESS We are happy to care for each other</p> |  <p>PERSEVERANCE We challenge ourselves to learn and grow</p> |

'Children's education should develop each child's personality, talents and abilities to the fullest.'

Article 29 UN Convention on the Rights of the Child

As a UNICEF Rights Respecting School, St Matthew's has placed the UN Convention on the Rights of the Child at the heart of our school's ethos and culture. Our commitment to children's rights ensures all our children to achieve our school vision to 'Let Your Light Shine'.



Governors

Governors have responsibility for the effective management of the school, working within the frameworks set out by Trafford Local Authority, Manchester Diocese and National Legislation.

Governors have a key role to play in helping our school to provide the best possible education for all our children. With their help we can all raise standards to ensure that every child in our school achieves their full potential and shines.

The governing body consists of the Headteacher, a member of the school staff, LA representatives, members co-opted from the local community, representatives from St. Matthew's Church and parent governors.

Governors work together to carry out their core functions:

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

Governors must also ensure that the governing body complies with all legal and statutory requirements. Governors should seek the advice of the clerk to the governing board and other professional advice as appropriate.

Governing body strategic responsibilities

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

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

Monitoring and evaluating school performance

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

- measuring the school's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
- asking challenging questions of school leaders in order to hold them to account
- holding the headteacher to account for standards, financial probity and compliance with agreed policies
- visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- ensuring that there are policies and procedures in place to deal with complaints effectively

Panels and committees

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

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

Contribution to the governing body

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

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

St Matthew's Governance Structure

Full Board: The full board of governors meets six times a year as standard. However, there may be additional times when the board meets, for example for the appointment of a new headteacher.

Committees: St. Matthew's committees that meet annually include the Budget Approval Committee and the Headteacher Performance Committee.

Individual named governors: For areas of school life which are specifically important or where it is a statutory obligation, school has link governors with specific oversight and delegated responsibility. St Matthew's also has class governor friends, which allow links to form between individual governors and cohorts of children. This role also helps to raise the profile of governors amongst the school community.

Governor Membership – September 2022



Judith Stott
Chair of Governors
LA Governor



Louise Jones
Vice Chair of Governors
Co-opted Governor



Peter Langridge
Headteacher



Rev Kate Burgess
Foundation Governor



Rachel Simester
Staff Governor



Ian Harrison
Foundation Governor



Catherine Treagus-Mullan
Parent Governor



Alanna Bennett
Parent Governor



Matthew Burnell
Foundation Governor



Kay Bristow
Co-opted Governor



Emma Nichol
Co-opted Governor



Emma Entwistle
Co-opted Governor



| Name | Governor Type | Term From | Term To | Roles |
|--------------------------|--|-----------------|-------------|---|
| Peter Langridge | Headteacher | | | Headteacher |
| Judith Stott | Local Authority Governor | 20 Oct 2022 | 19 Oct 2026 | Chair of Governors Chair of committees |
| Matthew Burnell | Foundation governor (PPC Appointed) | 1 Dec 2022 | 30 Nov 2026 | |
| Rev Kate Burgess | Foundation (Ex-Officio) | | | Collective Worship link governor Meadows class friend |
| Ian Harrison | Foundation (Diocesan Board of Education Appointed) | 31 Oct 2019 | 30 Oct 2023 | Year 4 class friend Health and Safety link governor |
| Louise Jones | Co-opted governor | 22 Oct 2020 | 21 Oct 2024 | Vice Chair of Governors Design Technology link governor Year 5 class friend |
| Emma Nichol | Co-opted governor | 22 Oct 2020 | 21 Oct 2024 | Maths link governor Year 6 class friend Safeguarding link governor |
| Emma Entwistle | Co-opted governor | 3 Dec 2020 | 2 Dec 2024 | English link governor Pupil Premium link governor Woodland class friend |
| Kay Bristow | Co-opted governor | 3 Dec 2020 | 2 Dec 2024 | SEND link governor Year 1 class friend |
| Rachel Simester | Staff governor | 19 Oct 2020 | 18 Oct 2024 | Year 3 Class teacher |
| Catherine Treagus-Mullan | Parent governor | 31 January 2022 | 30 Jan 2026 | Geography link governor <i>Year 2 class friend</i> |
| Alanna Bennett | Parent governor | 14 May 2021 | 13 May 2025 | Woodland class friend EYFS link governor |



Governor Calendar 2022-23

All meetings to be held at 5.30pm unless otherwise stated.

*VC = Video Conferencing, *IP = In-Person

| Autumn Term 2022 | |
|---|--------------------------------|
| FBG Meeting (VC) – Initial new year meeting | 22.09.22 |
| Pay Review Committee (VC/IP*) | w/b 13.10.22 (Time TBC) |
| FGB Autumn 1 Meeting (IP) | 20.10.22 |
| HT appraisal committee (VC/IP*) | TBC* |
| FGB Autumn 2 Meeting (IP) | 08.12.22 |
| Spring Term 2023 | |
| FGB Spring 1 Meeting (IP) | 09.02.23 |
| FGB Spring 2 Meeting (IP) | 23.03.23 |
| Summer Term 2023 | |
| FGB Summer 1 Meeting (IP) | 25.05.23 |
| Budget setting committee (former FPP members) (VC/IP)* | 22.06.23* |
| FGB Summer 2 Meeting (IP) | 13.07.23 |

* Confirm with committee members

Remits

BUDGET SETTING COMMITTEE

TERMS OF REFERENCE

Finance and Premises

- In consultation with the Headteacher, to review the first formal budget plan of the financial year for recommendation to the Board
- To establish and maintain a 3-year financial plan
- To ensure that the school operates within financial regulations and complies with any financial management standards

Disqualification –Any relevant person employed to work at the school other than as the Headteacher, when the subject for consideration is the pay or performance review of any person employed to work at the school

Quorum = minimum of 3, committee can determine higher number

| | |
|---|------|
| These terms of reference agreed by the Board of Governors | Date |
|---|------|

| | |
|--------------------|--------|
| Chair of Committee | Vacant |
|--------------------|--------|

| | |
|----------------------|-----|
| Members of Committee | TBC |
|----------------------|-----|

HEADTEACHER'S PERFORMANCE MANAGEMENT COMMITTEE

Terms of Reference:

1. To arrange to meet with the External Adviser (or Link Adviser subject to purchase of School Improvement Service Contract) 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 for the Headteacher against the targets
4. To make recommendations to the Finance Committee in respect of awards for the successful meeting of targets set
5. To attend training as appropriate

Membership – 2 or 3, but in Voluntary Aided and Voluntary Controlled Schools, at least one of the members must be a Foundation Governor. In Aided Schools, of the membership is three, then two must be Foundation Governors

Disqualification – The Headteacher and Staff Governor

| | |
|--|--------------|
| These terms of reference agreed by the Board of Governors | Date: |
|--|--------------|

| | |
|-----------------------------|--|
| Members of Committee | Judith Stott (Chair) Catherine Treagus-Mullan Kate Burgess |
|-----------------------------|--|

DELEGATION OF RESPONSIBILITY TO INDIVIDUALS

Any individual to whom responsibility has been delegated is expected to work within the following terms of reference.

Terms of Reference:

- At St. Matthew's we have lead governors for these specific areas:
 - Pupil Achievement
 - Pupil Premium
 - Inclusion (SEND)
 - Safeguarding
 - Health and Safety
 - Finance
 - Priority Subject Areas
 - EYFS
 - RE/Worship
 - Equality
- To liaise with the appropriate member(s) of staff
- To visit the school with the purpose of gathering information concerning their area of responsibility and to increase their knowledge of school
- To regularly report to the Board of Governors and be members of the Learning, Achievement and Welfare Committee
- To raise the profile of the area of responsibility when related matters are considered by the Board of Governors
- To attend training as appropriate

Disqualification – The following functions **CANNOT** be delegated to an **individual**:

Functions relating to:

- The alteration, closure or change of category of maintained schools
- The approval of the first formal budget plan of the financial year
- School discipline policies
- Exclusions of pupils (except in an emergency when the chair has the power to exercise these functions)
- Admissions

These terms of reference agreed by the Board of Governors

Date:

| Area of Responsibility | Name of Governor | Liaising with | Reporting to |
|------------------------|---------------------------------|---|---------------------|
| Pupil Achievement | VACANT | Deputy Headteacher deputy@stmatthewsce.co.uk | Full Governing Body |
| Pupil Premium | Emma Entwistle | Pupil Premium Lead & Deputy Headteacher deputy@stmatthewsce.co.uk | Full Governing Body |
| Safeguarding | Emma Nichol | DSL s.cavanagh@stmatthewsce.co.uk | Full Governing Body |
| Inclusion | Kay Bristow | Inclusion Lead/SENDSCO k.caldwell@stmatthewsce.co.uk | Full Governing Body |
| Health and Safety | Ian Harrison | Headteacher head@stmatthewsce.co.uk | Full Governing Body |
| Finance | VACANT | School Business Manager business@stmatthewsce.co.uk | Full Governing Body |
| Equality | Catherine Treagus-Mullan | Head head@stmatthewsce.co.uk | Full Governing Body |



| | | | |
|-------------------------------------|--|--|---------------------|
| RE/Worship | Rev Kate Burgess | Aimee Charles a.charles@stmatthewsce.co.uk | Full Governing Body |
| Maths | Emma Nichol | Maths Lead head@stmatthewsce.co.uk | Full Governing Body |
| English | Emma Entwistle | English Lead deputy@stmatthewsce.co.uk | Full Governing Body |
| Early Years (Inc. curriculum) | Alanna Bennett | EYFS Lead n.cropper@stmatthewsce.co.uk | Full Governing Body |
| Class Governor Friends | | | |
| 2023 Cohort | Louise Jones | Year 6 teacher – Miss Tyrer deputy@stmatthewsce.co.uk | Full Governing Body |
| 2024 Cohort | Ian Harrison | Year 5 teacher – Miss Bradburn – r.bradburn@stmatthewsce.co.uk | Full Governing Body |
| 2025 Cohort | | Year 4 teacher – Mr Tarry c.tarry@stmatthewsce.co.uk | Full Governing Body |
| 2026 Cohort | Catherine Treagus-Mullan | Year 3 teacher – Miss White s.white@stmatthewsce.co.uk | Full Governing Body |
| 2027 Cohort | Kay Bristow | Year 2 teacher – Mrs Bradbury c.bradbury@stmatthewsce.co.uk | Full Governing Body |
| 2028/29 Cohort | Emma Entwistle / Alanna Bennett | Year 1 teacher – Miss Hoyle l.hoyle@stmatthewsce.co.uk | Full Governing Body |
| 2029/30 Cohort (Reception) | Rev Kate Burgess | Meadows teacher – Mrs Cropper n.cropper@stmatthewsce.co.uk | Full Governing Body |
| 2030/31 Cohort (Nursery) | Emma Nichol | Meadows teacher – Mrs Cropper n.cropper@stmatthewsce.co.uk | Full Governing Body |

SAFEGUARDING GOVERNOR ROLE

The governing board has a strategic leadership responsibility for ensuring that the school's safeguarding policies, procedures and training are always effective and comply with the law.

'Keeping children safe in education' (KCSIE) states that the governing board must ensure that there is someone at senior board level (or equivalent) who takes leadership responsibility for the school's safeguarding and child protection arrangements, including online safety. This responsibility is often delegated to the safeguarding link governor. This governor should have relevant and up-to-date knowledge and experience of safeguarding in schools, or have access to the appropriate training to enable them to fulfil the role.

The safeguarding governor should develop and maintain a whole school approach to safeguarding, an awareness of safeguarding policies and processes in the school on behalf of the governing board, and ensure that the school develops and maintains an attitude of 'it could happen here' in relation to safeguarding issues. The safeguarding governor should also be certain that all staff understand their responsibilities relating to safeguarding pupils and reporting concerns.

The governor responsible for safeguarding acts as the link between the governing board, headteacher and DSL, reporting back to the board on their monitoring activities and the school's compliance with KCSIE.

| <i>Main responsibilities</i> |
|--|
| <i>General</i> |
| <ul style="list-style-type: none"> • Ensure a whole school approach to safeguarding is facilitated, by ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. • Maintain strategic oversight to ensure that appropriate systems and procedures are in place to cover all aspects of safeguarding responsibilities and requirements and that all statutory responsibilities are met. • Champion safeguarding and child protection issues within the school. • Ensure all other members of the governing board develop their understanding of the board's child protection and safeguarding responsibilities. • Maintain an awareness and understanding of the most up-to-date versions of 'Keeping children safe in education' (KCSIE) and 'Working Together to Safeguard Children'. • Monitor how the school contributes to multi-agency working in line with 'Working Together to Safeguard Children'. • Maintain an up-to-date knowledge of local and national developments in safeguarding provision and compliance requirements, including details of the local safeguarding partner arrangements. • Ensure that the school has appointed a DSL who is a member of the SLT. • Ensure the DSL receives the appropriate training to provide them with the knowledge and skills required to carry out the role, including Prevent Duty awareness training. This training should be updated at least every two years. • Ensure that there is an up-to-date job description in place for the DSL and the deputy DSL. • Ensure that the deputy DSL is trained to the same standard as the DSL. |



- Ensure the DSL and deputy DSL are trained to recognise the additional risks that pupils with SEND face online.
- Ensure all staff and governors have received the most up-to-date KCSIE guidance, and that they have all read the parts relevant to their role and understand their responsibilities for safeguarding within their roles.
- Ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Ensure that systems are in place that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously.
- Keep up-to-date with the Child Protection and Safeguarding Policy and how this is evaluated to ensure compliance with KCSIE.
- Keep up-to-date with associated safeguarding policies and procedures and ensure reviews take place as per the review schedule.
- Ensure that all school policies are consistent with the aims of the Child Protection and Safeguarding Policy in both theory and practice.
- Ensure that there is a scheme of delegation in place for all policies that relate to the safeguarding of pupils and that this clearly records who is responsible for reviewing each policy, when policies are due for renewal and how this will be communicated to the governing board.
- Ensure that the school makes publicly available a copy of its Child Protection and Safeguarding Policy, e.g. by publishing it on the school website.
- Ensure that, as a minimum, an annual safeguarding audit has been undertaken, and review and monitor the outcomes and actions taken following this audit.
- Invite the DSL to report to governors following completion of the safeguarding audit to identify any actions required and advise on the next steps.
- Ensure that safeguarding is a standing agenda item for every governing board meeting.
- Ensure sufficient and appropriate resources are available for the implementation of the Child Protection and Safeguarding Policy and monitor the use of those resources in partnership with the governing board.
- Ensure that all recruitment of staff and volunteers is undertaken in line with safer recruitment processes and that at least one person conducting interviews has safer recruitment training.
- Ensure that recruitment procedures include a process for obtaining references prior to any interview and that all references are vetted.
- Ensure that appropriate safeguarding training for all staff, volunteers and governors is undertaken on a biannual basis and all staff receive safeguarding (including online safety) updates, e.g. via email and staff meetings, as required, and at least annually.
- Ensure that all safeguarding training for staff is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- Ensure that there is a clear process in place for staff, governors and volunteers to receive safeguarding training, when joining the school part way through the academic year.
- Ensure that all staff, volunteers and governors receive safeguarding information and training as part of their induction, to include the Positive Relationships and Behaviour



Policy, the process for responding when pupils go missing from education and the identity of the DSL and deputy DSL.

- Ensure that all staff have an understanding of how to keep LAC and PLAC safe.

Monitoring

- Monitor the implementation of the policy and procedures for safeguarding and discuss with the DSL the outcomes of the school's monitoring and evaluation of the provision.
- Ensure that all members of the school staff have access to a copy of all safeguarding policies and procedures and return a signed declaration of their understanding of these policies and procedures.
- Visit the school on a termly basis to observe safeguarding policies and general practices in action. The focus of each visit should be agreed in advance with the DSL. Write a report to share with other governors.
- Ensure that, as a minimum, the governing board receives an annual report from the DSL on the implementation of the school's safeguarding policies and procedures.
- Ensure that the report(s) from the DSL to the full governing board includes the following over the period of a year:
 - The number of safeguarding referrals made and the nature of each referral.
 - The number of safeguarding referrals deemed not to meet the threshold for intervention.
 - The number of early help referrals made and the nature of each referral.
 - The number of LAC and PLAC and the arrangements in place to safeguard these pupils.
 - An update on progress towards meeting the actions in the DSL's safeguarding action plan or annual audit.
 - Safeguarding provisions within the curriculum.
 - The outcomes of pupil voice activities and how these have influenced policies, processes or procedures.
 - An update on policies and procedures related to safeguarding.
 - Training and induction arrangements for all staff and the impact of this training.
 - An update of the number of pupils accessing alternative provision and how the safeguarding arrangements for each setting is assessed.
 - The number of pupils known to be missing education and confirmation that the LA has been informed of each.
 - Information on the spend and impact of the safeguarding budget.
 - An update on the internal processes for monitoring safeguarding practice, including monitoring of the SCR.
 - The number of allegations made against staff members.
 - The number of peer-on-peer allegations made.
 - Any further relevant issues.
- Monitor processes and procedures to ensure the school provides a safe environment by having regard to school security.
- The school has an effective policy and procedures for ensuring visitors are suitable and checked, and monitored as appropriate.
- Monitor the deployment of resources and how these are used to safeguard all pupils.



- Oversee the school's Child Protection and Safeguarding Policy to ensure the DSL takes the lead on early help support for pupils.
- Oversee the procedure for monitoring the safety of pupils placed with an alternative provider.
- Monitor the procedures in place for dealing with allegations of abuse made against staff and volunteers.

Communication

- Ensure that a robust system is implemented to make certain all staff keep accurate records of all safeguarding activities.
- Ensure pupils and visitors have access to all relevant safeguarding information.
- Ensure all staff are made aware of their responsibilities to safeguard pupils.
- Ensure the school has clear and appropriate lines of communication and works in partnership with parents and any relevant external agencies.
- Ensure there are processes used to make sure all relevant parties have up-to-date information about pupils – this will require procedures for the effective and regular sharing of information across departments and with external agencies.
- Ensure that information is only shared on a need-to-know basis and monitor systems to ensure the confidentiality of pupils and their families is secured.
- Ensure that an annual pupil conference or survey is undertaken to investigate how safe pupils feel at school.
- Ensure the school works in partnership with all agencies, including social care, to contribute to child protection and safeguarding meetings

Governor Code of Conduct

This code sets out the expectations on and commitment required from school governors in order for the governing board to properly carry out its work within the school and the community. This Code should be read in conjunction with the relevant law.

The governing board has the following 3 strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of 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 the educational performance of the school and progress towards agreed targets
- Performance managing the headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and 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 board and its strategic role.
- We understand how the role of the board differs from and works with others including 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 governance 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 executive leaders.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive leaders and their responsibility for the day-to-day management of the organisation and avoid any actions that might undermine such arrangements.
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.
- We will avoid, as far as possible, becoming involved in any communication, which may lead to a conflict of interest with the role of the governing board.
- We acknowledge the role of the Clerk/Clerking Service as 'governance professional' providing effective administration, but also, and more importantly, helping the board understand (and remain focused on) its role and core functions.

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.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor.
- 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 governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- 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 (Get information about schools).

- We will adhere to the protocol adopted for alternative meeting arrangements which allow the board to conduct meeting online when necessary using video conference facilities.

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, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life (see annex) or which may place pupils at risk.
- 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 executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.
- We recognise the importance of high quality professional and independent clerking to the effective functioning of the board. We seek advice from the Clerk / Clerking Service, including attendance at training as necessary to carry out our roles effectively.

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.
- We will ensure all confidential papers/documents/files are held and disposed of appropriately.

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 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.
- We will operate and make decisions in the best interests of pupils.

Ceasing to be a governor

- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office.

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.

Role of Link Governors

PART 1: OVERVIEW OF THE ROLE

The role of the Link Governor is to provide a link between the Governing Body and the school. When Link Governors visit the school and report back to the Governing Body they help to deepen all governors' understanding of how the school operates, how the strategic objectives are being pursued, how financial resources are being used and what extra support the school may need to meet its objectives.

Without Link Governors, the Governing Body is totally reliant on the Headteacher, or other staff governors, for their understanding of the school. The presence of Link Governors provides an additional source of evidence upon which governing decisions can be made. This additional evidence should enable the Governing Body to better challenge information presented by the school and also better support the school to meet its strategic objectives.

At St Matthew's CE Primary School we seek to agree our link areas and nominate governors by the first meeting of the academic year. This should be promptly followed up with an agreed timetable for visits. Once the agreement has been reached as to appropriate links it should be made clear what is expected and activities identified. A record of any visit or activity should be kept by the Headteacher and the Clerk to Governors.

Why do we have link governors?

- They allow governors to see first-hand the resources used in school, the fabric of the building etc, so that they can make informed decisions about future budget allocations
- They constitute part of a strategy to monitor and evaluate regularly the progress of the School Improvement Plan
- They are a means to build up relationships, based on mutual trust and respect
- They provide OFSTED with concrete evidence about the involvement of the governors in the school
- They contribute to inform the schools self-evaluation process.

Perhaps the most important thing required for the links to work is goodwill both on the part of teachers, who have no contractual obligation to liaise with individual governors, and on the part of governors, who, as volunteers, have no contractual obligation at all (but do need to fulfil their monitoring and evaluating roles).

Governing bodies that have established effective link roles will have an improved understanding of how the school works, its strengths and weaknesses and will improve their effectiveness in addressing school improvement issues. Ofsted will work on the assumption that governors know the strengths and weaknesses and will 'test' that assumption during the inspection.

What does a Curriculum Link Governor do?

As a link Governor for subjects you might:

- meet termly with the subject/area leader
- try to attend some of the in service training or staff meetings devoted to the subject
- use termly visits to view parts of lessons in the classroom
- ask about resources allocated to these subject areas from the school budget
- be involved in the school's attempt to inform parents and involve them in their children's learning of the subject.
- be involved in the review and drafting of the action plan

You should always remember that you are not acting as a teacher or an inspector but as a source of support and challenge to the school leaders. If you are going to visit a lesson, don't forget the possible apprehension some teachers feel if someone watches their lesson. The role of the 'Link Governor' is not to supervise or line manage school staff; this is the responsibility of the Headteacher and senior staff. Activities and purpose will clearly not be the same for all Link Governors but might include:

- Establishing regular contact with person(s) within the school with responsibility for the governor's 'link' area. This should be a three times a year.
- Making visits to school with a clear focus which has been agreed with the Head Teacher/subject leader prior to the visit
- Providing support and encouragement and a listening ear for staff member with whom they are linked
- Talking to the member of staff about the condition and availability of subject resources
- To be aware of how effectively the subject caters for all learners, for example SEND pupils.
- Attending relevant training, including relevant INSET days/staff meetings (PDM)
- Exploring specific aspects within the link area to gain deeper understanding of relevant issues. These will doubtless change over time.
- Talking to pupils about their experience and opinions in regard to the link area
- Carrying out learning walks which may be general or focused on a particular aspect.
- Reporting back, following visit, making recommendations as appropriate either via committees or full governing body meetings
- Being involved with establishing/monitoring/evaluating relevant policies within their chosen link area
- Considering ways to encourage parental involvement if appropriate
- Participating, as agreed, with subject leaders/Headteacher in the review of the Self Evaluation
- Becoming familiar with relevant areas within School Improvement Plan

- Keeping abreast of most up to date legislation (mainly Ofsted and DfE)
- Being informed of any local and/or national issues impacting upon the link area
- Consider how information about the link area is communicated to parents, in particular on the school website.

PART 2 - VISITING THE SCHOOL

In the main, this section covers the structured visits for monitoring and evaluating. However, governors may also visit informally to attend or participate in assemblies, sports days, celebration events, school council meetings or assisting in areas in which they may be skilled e.g. reading. These visits will be arranged via an invitation. In all cases governors should make it clear when visiting if they are there as a visitor, parent, helper etc., or if it is a more formal 'link role' visit. The Guide to the Law states that;

'Individual governors do not have an automatic right to enter the school whenever they wish. But they need to be able to visit from time to time in order to develop their understanding of the school to enable them to fulfil their statutory responsibility for the conduct of the school. Governors should arrange their visits with the Head Teacher, who has responsibility for the day-to-day management of the school. It is often useful to draw up a policy on governors visits to cover things such as giving notice, constructive feedback and handling concerns. The governing body should plan visits to cover a wide range of school work and each visit should have a clear purpose. Visits by governors can be useful and informative. They do not replace professional inspection or the monitoring and evaluation carried out by the Head Teacher'.

Preparing to visit the school

Planning for visits avoids wasted time and misunderstandings. Before you arrive ask yourself these questions:

What is the purpose of the visit? What has prompted my decision to visit? Is the reason specific or general? Who has prompted my decision to visit? What are my/other people's expectations?

How shall I carry it out? What particular areas of the school am I interested in? What particular activities of the school am I interested in? What particular age group(s) am I interested in? What questions should I ask? Who should I ask? Are there any questions that can be answered by observation? What evidence is there to support the agreed School Development Plan? What strategies could a visiting governor adopt in order not to get in the way and yet get a whole picture of what is going on?

Is there any follow up? Have I recorded my experiences? Have I prepared a short report for the next governors' meeting? How can I build on this the next time I visit? Have I sent this to the Head and Chair of the committee in advance of the meeting?

Useful questions to ask when meeting with a subject coordinator - How is the subject taught in different year groups? - Are there any broad trends compared to similar schools, national rates and national picture? - Do children of different ability do the same work, or do they work in groups? - How are children with SEND taught? - How is the work assessed? - How are the children performing? - Do the children have any out-of-school visits? - Are there any future developments planned, nationally, or in school? - Are the resources for teaching the subject adequate? - What are the teachers' views and aspirations for this subject area? - Could you offer any practical help? (e.g. liaise with a person/agency in the community to arrange an appropriate event or school visit) - Would teachers be happy for you to arrange a time in the future to come into a class, and gain some practical experience of the subject?

Make sure that staff members understand the purpose of the visit. You are there to gain information. Your job is to monitor, to get a view of the big picture, and not to inspect. Express interest in the subject, and show that you have 'done your homework'. Staff will value your interest and be pleased to share further information with you.

Schools are a working environment and very busy and it is likely it is very different from when governors themselves were at school! Whilst staff will welcome the interest of governors' and fully understand their statutory responsibilities, governors must be careful not to interrupt the fundamental business of the school and the children's education, and finally, remember that teachers often work to a strict timetable and may not always have time to talk to a governor when they are teaching.



GOVERNORS: RECORD OF LINK GOVERNOR VISIT

| | |
|---|--|
| Governor | |
| Member of Staff | |
| Link area | |
| Date of Visit/Meeting | |
| Term | |
| Focus of visit | |
| Context & General Observations: <ul style="list-style-type: none">• | |
| Links with School Improvement Plan <ul style="list-style-type: none">• | |
| Impact & Actions Arising From Meeting: <ul style="list-style-type: none">• | |
| Date of next visit | |



GOVERNORS: RECORD OF LINK GOVERNOR VISIT (CURRICULUM)

| | |
|--|--|
| Governor | |
| Member of Staff | |
| Link area | |
| Date of Visit/Meeting | |
| Term | |
| Focus of visit | |
| <p>What is the curriculum? <i>(Why is this the curriculum? Is it sequential and progressive? Quality assurance)</i></p> | |
| <p>How effectively do staff implement the curriculum? <i>(Quality of teaching, including subject knowledge. Quality of support)</i></p> | |
| <p>Does the curriculum work? <i>(Refer to pupil outcomes at year end and school end)</i></p> | |
| <p>How and why is the curriculum better now than it was last year? <i>Refer to your Action Plan and its impact</i></p> | |
| Date of next visit | |

School Improvement Priorities 2022-23



School Improvement Priorities 22-23



- 1 Empower St Matthew's leaders...**
...to fulfil their roles and responsibilities with growing confidence and do everything required to drive school improvement
- 2 Implement the St Matthew's SHINE curriculum...**
...to meet statutory requirements, build on prior knowledge and respond to the needs of our children
- 3 Develop assessment as an effective tool...**
...to allow teachers and leaders to monitor progress through the curriculum and respond quickly by addressing any gaps in learning at the earliest opportunity
- 4 Promote a positive learning environment...**
...where all members of our school community thrive by implementing policies and procedures that are evidence-based and driven by authentic relationships
- 5 Our distinctive Christian ethos is developed and promoted...**
...by staff and pupils at all levels of leadership to enable everyone to flourish

ANNEX 1: The seven principles of public life

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

Selflessness

Holders of public office should act solely in terms of the public interest.

Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

Holders of public office should be truthful.

Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Financial responsibilities of the Governing Body

Governors have collective responsibility for financial decisions and are answerable to parents and the wider community (often called stakeholders). The Governing Body, supported by information and advice provided by the Head teacher and the Senior Management Team, decides the strategic direction of the school. Responsibility for the implementation of financial decisions remains with the Head teacher. In order for governors to fulfil their role in providing strategic direction, it is therefore important that they, and school staff involved in financial management, understand their responsibilities.

The Statutory Position

The Statutory responsibilities of the Governing Body are detailed in section 21 of the Education Act 2002. Governors are required to:

- Manage the school budget, consider the annual budget plan, approve the budget, consider and approve any proposed revisions to the budget plan.
- Decide on how to spend delegated budget depending on any conditions set out in the local authority (LA) scheme within the financial year
- Decide whether to delegate their powers to spend the delegated budget to the Head teacher. If this occurs governors should establish the financial limits of delegated authority
- Make sure accurate accounts are kept
- Determine the staffing structure and a pay policy for the school (in accordance with school teachers pay and conditions)
- Act as a 'critical friend' to the head teacher by providing advice, challenge and support
- Establish a written performance management policy to govern staff appraisal, after making sure that all staff have been consulted

The benefits of clarifying the financial management role of governors, the Headteacher and staff are that:

- All essential duties are carried out and all requisite controls are exercised without unnecessary duplication of effort by staff and governors
- Staff fully understand their responsibilities in respect of financial management, agree with these responsibilities as recorded in their job descriptions, and can be held accountable for how they carry them out
- The limits of each person's financial responsibility and authority are clear
- The best means can be determined for giving Governors the financial information they need for decision-making purposes
- If Governors have a good understanding of high standards of financial management and control and aim to achieve these, they are better able to safeguard the public money for which they are responsible.

The Governing Body's Financial Management Roles

The Governing Body has a strategic role in the financial management in schools and therefore its key responsibilities include:

- setting financial priorities through the:
 - school development plan (SDP)
 - three year financial plan
 - the annual budget
- deciding on how the school's delegated budget should be spent, in accordance with their SIP and the statutory curriculum requirements laid down by government
- approving and monitoring the annual budget
- ensuring the budget is managed effectively
- ensuring the school meets all its statutory obligations, and through the Head teacher complies with the LA's financial regulations or standing orders
- determining virements and expenditure thresholds
- evaluating the effectiveness of spending decisions

Although the Governing Body has a statutory responsibility for the oversight of most areas of school life, including financial management, a great deal of responsibility is delegated to the head teacher and to a lesser extent other budget holders and the finance and personnel committee.

More specific responsibilities of the Governing Body include the following:

- ensuring that there is a handbook containing information and a description of financial systems and procedures for all staff with financial management responsibility
- establishing formal procedures and a timetable for budget planning
- ensuring that only a balanced, sound budget is approved
- ensuring that financial records are maintained that can provide auditors and inspectors with explanations they consider necessary
- responding promptly to recommendations made by auditors or inspectors
- monitoring the budget and implement virements when appropriate
- ensuring that the school obtains best value for money when purchasing goods and services
- establishing a charging policy for the supply of goods and services
- establishing and maintaining a register of business interests of Governors and staff who influence financial decisions. This should be open to examination by governors, staff, parents and the LA.
- ensuring that financial duties of staff are clearly described to avoid potential conflicts
- ensuring, in conjunction with the head teacher, that:
 - salary payments are only made to school employees
 - salary payments are made in accordance with appropriate conditions of employment

- salary payments are only made for services provided to the school
- appropriate deductions are made (Tax and NI)
- payroll changes are accurately recorded and promptly processed
- deciding, after careful consideration, whether or not to insure risks not covered by the LA
- authorising the disposal or write off of stock.