

# Local Governing Body Standing Orders

Approved by **RET Board**

Approved on **August 2020**

RET contact **CEO**

Revision due **Every 2 years**



## 1. Meetings of the Governing Body

- a. 'Governing Body' is used to describe the Local Governing Body of a Russell Education Trust (RET) school.
- b. The Governing Body will meet at least six times in each school year.
- c. Governing Body meetings will be held at the school and be limited to 2.5 hours. Attendance at meetings should be in person rather than virtually, although the Headteacher, RET CEO or Chair may agree to allow this for individuals in exceptional circumstances.
- d. In other exceptional circumstances, with the agreement of RET CEO, meetings may be virtual for all attendees.
- e. Where business has not been completed within the agreed time, those governors present may resolve to continue the meeting in order to deal with the business notified on the agenda.

## 2. Terms of Office

- a. The terms of office for all governors is 4 years either from appointment or from the date of election in the case of Parent Governors.
- b. The Chair and Vice-Chair of Governors will have a term of office of 1 year and the term of office will end at the first Governing Body meeting of the new academic year.

## 3. Appointment of Chair and Vice-Chair

- a. The Chair and Vice-Chair will be appointed each academic year by RET and notified at the first Governing Body meeting. A governor who is employed by the school is not eligible for the office of Chair or Vice-Chair.

## 4. Local Governors

- a. Local governors, up to a maximum of eight, are appointed by RET who will consult the school when doing so.
- b. A director of RET may be a member of the Governing Body

## 5. Parent Governors

- a. Up to two parent governors are elected by parents of students at the School. The election is organised by RET and the school.

## 6. Removal and Resignation of Governors

- a. Governors may resign either with notice or with immediate effect. Resignations should be in writing and addressed to the Chair of the Governing Body or to the CEO of RET.
- b. Governors can be removed by RET Board. In the case of a disbarring act or impropriety this could be done by the Chair of the Board.
- c. Governors can also be removed by a vote of the Governing Body in the case of a disbarring act or impropriety. Governors may be removed by RET or a vote of the Governing Body if either deem their attendance record to be unacceptable.

## 7. Clerking Services

- a. RET's CEO is responsible for ensuring that appropriate clerking services arrangements are put in place to support the Governing Body's operations.

## 8. Agenda

- a. The agenda will be organised by an RET representative in consultation with the Headteacher, RET CEO (or Lead Adviser), and Governing Body Chair.
- b. The Agenda will be circulated at least 7 days before the meeting, with accompanying papers. The Chair or RET CEO, can allow papers to be circulated at short notice if it is essential to the effectiveness of the Governing Body's operations.
- c. Papers will only be tabled at meetings where their consideration is urgent for the effective, safe, or compliant running of the school.

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- d. Any governor wishing to raise an urgent item at the meeting after the Agenda has been issued must give notice either in advance of the meeting to RET Clerking Services or to the Chair at the start of the meeting in exceptional circumstances. The Chair will decide whether any such item will be discussed or dealt with at the meeting or a subsequent meeting.

## 9. Attendance

- a. Apologies including the reason for non-attendance should be sent to RET Clerking Services in advance of meetings.
- b. The time of arrival and/or departure of any governor outside the scheduled start and actual end time of the meeting will be recorded in the minutes.
- c. RET directors who are not formal members of the Governing Body can attend any meeting of the Governing Body meeting.
- d. With the approval of the Headteacher or RET CEO, the Governing Body may allow non-governors to attend Committees when needed but they may not form a majority, and have no vote.

## 10. Minutes

- a. Within 10 working days of the meeting, the draft minutes will be sent by RET Clerking Services to the Chair, Headteacher and relevant RET representatives for review.

## 11. Correspondence

- a. All correspondence addressed to the Governing Body must be sent to RET Clerking Services. No governor will enter into any correspondence with third parties on behalf of the school without the prior approval of the RET CEO or Headteacher.
- b. RET Clerking Services will receive and log all correspondence to the Governing Body, and will forward all correspondence to the Chair, RET CEO or Headteacher as is appropriate, all of whom will keep RET Clerking Services informed of the actions taken.
- c. Relevant items of correspondence will be reported at the appropriate time to a meeting of the Governing Body.

## 12. Decision Making

- a. All decisions must be made by the Governing Body except those delegated by the Governing Body to the Headteacher, an individual governor or group of governors, or a Governing Body Committee. The Governing Body cannot instruct RET nor can the Governing Body take any decision that conflicts with RET's articles or exceeds the powers vested in the Governing Body by the RET Scheme of Delegation.
- b. For the avoidance of doubt, no decisions or actions may be taken by an individual governor unless authority to do so has been delegated formally by resolution of the Governing Body or as part of the defined role of Designated Governors as set out in part 3 of this document.
- c. The Governing Body's chief adviser is the Headteacher. The Governing Body is also advised by the school's Lead Adviser, RET Chief Finance Officer and other RET and school officers as deemed appropriate by the RET CEO or Headteacher.
- d. Decisions of the Governing Body are binding on all its members.

## 13. Public Statements

- a. With the exception of the Chair, Vice-Chair and Headteacher, no governor will make any public statement about any matter concerning the School without the authority of the Governing Body and, where relevant, RET. Any statement made by the Chair or Vice Chair will be agreed with the Headteacher.

## 14. Committees

- a. The Governing Body may only delegate functions to Committees and individual governors that have been delegated to the Governing Body by RET's Board under the RET Scheme of Delegation. Committees and

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individual governors to which the Governing Body has delegated any of its functions will act strictly in accordance with the terms of the RET Scheme of Delegation.

- b. When establishing Committees, the Governing Body will:
  - Have the approval of the RET CEO
  - Determine the membership in accordance with RET guidance.
  - Determine procedures for reporting back to the Governing Body in accordance with RET guidance.
- c. With the approval of the Headteacher or RET CEO, the Governing Body may allow non-governors to attend Committees as observers or advisers.
- d. The Headteacher is a member of every Committee although they may delegate their role to a member of the school's senior leadership team with the agreement of the RET CEO or RET lead adviser.
- e. Three committees are required for functions delegated as a matter of course:
  1. Pay and Performance Management
  2. Pay and Performance Management Appeals (constituted if required)
  3. Admissions
- f. Terms of reference for these committees are attached as an annexe to these standing orders.

## 15. Designated Governors

- a. The Governing Body will appoint the following Designated Governors:
  - Safeguarding
  - Inclusion (SEND, Disadvantaged and Looked after Children)
  - Behaviour and Attendance
  - Health and safety
  - Finance
- b. The responsibilities for each of these roles and details of the terms of delegation from the Governing Body to these roles are detailed in the appendices to this document.
- c. The Governing Body may appoint other Governors to support the roles of the Designated Governors or to work with the school on the strategic leadership of other areas e.g. PSHCE, RSE, MAGT

## 16. Working Groups

- a. Working groups will only be established by the Governing Body with the prior approval of the Headteacher or RET CEO. When establishing Working Groups, the Governing Body will:
  1. Determine the membership
  2. Establish the terms of reference
  3. Determine procedures for reporting back
- b. The Headteacher or RET CEO or representative may attend any working group meeting.

## 17. Quorum

- a. Decisions cannot be taken at Governing Body meetings unless a quorum of governors is present. Quorum requirements for Committee meetings are set out in part 2 of this document.
- b. The quorum requirement for Governing Body meetings equates to the greater of:
  - 4; or
  - one third (rounded up to a whole member) of the total number of governors holding office at the date of the meeting.
- c. In addition, one of the governors must be the Headteacher or in their absence, the CEO of RET or their representative.

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## 18. Confidentiality

- a. All governors have a duty not to discuss any confidential item of Governing Body or RET business outside the meeting. Neither should they discuss or reveal more detail than is recorded in the minutes.

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## Annexe A – Committees

### Pay and Performance Management

#### 1. Terms of Reference

- a. To support RET and the Headteacher in ensuring that RET Pay and Performance Management Policy is fairly applied.

#### 2. Delegated Roles

- a. To ratify the decision of the Headteacher's Performance Management Review Group
- b. To receive the recommendations of the Headteacher about the pay of those on the leadership pay range; and to satisfy themselves that these recommendations have been endorsed by RET's CEO or representative (usually Lead Adviser) and to decide on leadership pay in the light of these recommendations
- c. To ratify the Headteacher's decisions about performance related pay and progression for all staff outside the teachers' leadership group, at the conclusion of the annual performance review round(s)
- d. To report to LGB about the pattern of Performance Management and Pay outcomes, and fair application of current policies across the school

#### 3. Membership

- a. Chair of Governors
- b. Designated Finance Governor
- c. Two other governors
- d. Headteacher (except for 2.a above)

#### 4. Advisers

- a. CEO of RET or her/his representative

#### 5. Quorum

- a. Headteacher, Designated Finance Governor, Chair of Governors and RET Adviser

#### 6. Note

- a. Throughout these processes it is the duty of governors, as far as possible, to protect information about individuals' salaries. Decisions relate to pay progression NOT to pay levels, which are fixed at time of appointment.

### Pay and Performance Management Appeals

#### 1. Terms of Reference

- a. To hear appeals against the decision of the Headteacher or the decision of the Pay and Performance Management Committee in relation to individual members of staff

#### 2. Membership

- a. Three governors not on the Pay and Performance Management Committee
- b. RET Adviser

#### 3. Note

- a. Throughout these processes it is the duty of governors, as far as possible, to protect information about individuals' salaries. Decisions relate to pay progression NOT to pay levels, which are fixed at time of appointment.

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## Admissions

### 1. Terms of Reference

- a. To support RET and the Headteacher in ensuring that the school's admissions policy is fairly applied.

### 2. Delegated

- a. To verify and confirm sibling status for admissions criteria (usually delegated to the Headteacher)
- b. To verify and confirm other admissions criteria status (usually delegated to the Headteacher)
- c. To decide on exceptional medical or social need applications

### 3. Membership

- a. Two governors
- b. Headteacher

### 4. Advisers

- a. RET Adviser

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## Appendix 1: Role of Chair and Vice Chair of LGB

1. The role of the Chair and Vice Chair is demanding, complex and multi-faceted. The Chair leads the LGB ensuring it fulfils its functions well. A good chair will ensure the LGB's focus is on the strategic. The culture of the LGB is largely determined by its Chair. The Chair is "first among equals" but has no defined individual power. A good Chair works well with school leaders to shape proposals to be discussed at the LGB meetings.
2. The Chair should facilitate the LGB working as a team with RET to challenge, support and contribute to the strategic leadership of the school. As well as leader of the LGB, the Chair is at times a confidante, a manager, a critical friend, a cheerleader, an ambassador, an arbitrator, and possibly a mentor and coach; the balance of these roles adopted will depend on the situation at hand and in particular the experience and strengths of the headteacher.
3. The Vice Chair should develop a close working relationship with the Chair, support the chair in ensuring the LGB functions effectively, take on responsibilities delegated by the Chair, and act as Chair of the LGB in the absence of the appointed chair.
4. The Chair and Vice Chair of the LGB are appointed annually by the RET Board. Their role is to lead the work of the LGB as representatives of the RET Board under five broad areas:
  - a. Leading governance in school
    1. To ensure that the LGB and headteacher work closely with the RET CEO and have a shared sense of purpose, set a clear vision and strategy for the school(s) and to lead the LGB in monitoring the headteacher's implementation of the school strategy.
    2. Be a member of the RET Policy Committee and contribute advice to the Board
  - b. Leading and developing the team
    1. To work with the Trust to ensure the LGB has the required skills to govern well through appropriate induction and ongoing training, and that appointments made fill any identified skills gaps.
    2. To ensure members of the LGB act reasonably and in line with the code of conduct.
    3. To work with the Trust to ensure that there is a plan for succession for the chair, vice-chair and any committee chairs.
  - c. The chair, the headteacher and accountability
    1. To build a professional relationship with the headteacher.
    2. To meet regularly with the headteacher, which in normal circumstances is likely to be monthly.
    3. To ensure all governors concentrate on their strategic role, receive information fit for purpose and hold the headteacher to account.
    4. To participate in the headteacher's performance review, ensuring that appropriate CPD is provided.
    5. Where required, represent the LGB with external partners and be an advocate for the school.
    6. To attend school functions as appropriate and encourage other governors to do so.
  - d. Leading school improvement
    1. To ensure the LGB is involved at a strategic level in the school's self-evaluation process and that this feeds into the key priorities keeping the LGB's business focussed on the key strategic priorities.
    2. To represent the LGB at relevant external meetings with agencies such as Ofsted, the Department for Education and the local authority.
    3. To ensure the LGB obtains and listens to the views of parents, students and staff.
  - e. Leading LGB business
    1. Chair meetings effectively and promote an open culture on the LGB that allows ideas and discussion to thrive whilst ensuring clear decisions are reached as quickly as possible.

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2. To ensure that decisions taken at the meetings of the Governing Body are implemented.

## Appendix 2: Role of the Safeguarding Governor

### 1. Context

- a. Keeping Children Safe in Education (KCSIE) requires that Governing bodies should ensure 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.
- b. This should include:
  1. Individual schools and colleges having an effective child protection in accordance with government guidance, updated annually and publicly available.
  2. A staff code of conduct covering acceptable use of technologies, staff/student relationships, communications (including the use of social media) and other relevant matters.
  3. Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.

### 2. General Responsibilities

- a. The Safeguarding governor will ensure that:
  1. a senior member of staff is appointed as the designated safeguarding lead (DSL) and that this role is incorporated into their job description.
  2. a senior member of staff is appointed as the designated teacher for looked after children (LAC).
  3. inter-agency procedures are being followed where necessary.
  4. arrangements are in place for the functions of the DSL to be carried out in their absence.
  5. a system is in place and working effectively to ensure that the school's "Single Central Record" is administered correctly, is up-to-date and compliant with the requirements of statutory guidance.
- b. The safeguarding governor will review:
  1. the school safeguarding audit and providing a summary report to the Governing Body or relevant committee.
  2. the school's recruitment processes and make recommendations for approval by the governing board.
  3. the school's safeguarding policy including child protection and staff behaviour policies; those relating to procedures for allegations against staff members; and those relating to peer-on-peer abuse and make recommendations for approval by the LGB.
- c. The safeguarding governor will monitor:
  1. progress and actions against the safeguarding audit.
  2. students' understanding of the safeguarding measures in place and the provision to them of a means for their voices to be heard and acknowledged.
  3. that the DSL receives formal safeguarding training every two years
  4. that all school staff receive formal safeguarding and child protection training on induction.
  5. that all school staff, including DSL and designated teacher, receives regular, updated safeguarding and child protection updates on annual basis.
  6. that all governors receive regular, up-to-date safeguarding training.
  7. check that at least one member of an interview panel has undertaken safer recruitment training.

## Appendix 3: Role of the Inclusion (SEND, Disadvantaged and Looked after Children) Governor



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## 1. Context

- a. The 'SEND code of practice: 0 to 25 years' 2015 states that the governing board must ensure that there is a designated governor identified to maintain oversight of SEND provision and make arrangements for this function to be delegated to an appropriate sub-committee.
- b. The SEND governor should develop and maintain an awareness of SEND provision in the school on behalf of the LGB, ensure that the school maintains a focus on inclusive practice, as well as identify and seek to remove any barriers to learning.
- c. Although it is not compulsory to appoint a named governor for disadvantaged or looked after children (LAC), they and previously LAC are among the most vulnerable students in school and it is regarded good practice for the Governing Body to maintain oversight of the provision delivered to them.
- d. For the purpose of this document, where the term LAC is used, this includes students who are previously LAC.
- e. Where the term disadvantaged is used it includes those eligible for pupil premium and other vulnerable students.

## 2. General Responsibilities

- a. The Inclusion Governor will ensure that the school:
  1. has appointed an appropriately qualified SENCO and they have received appropriate training
  2. has appointed a designated teacher for LAC who receives appropriate regular training at least once every two years
  3. has a suitable and up-to-date SEN information report and policy which is published on the website
  4. has processes in place to:
    - make the necessary special educational provision for any student with SEN
    - meet the needs of students with SEND
    - make reasonable adjustments in line with the Equality Act 2010
    - ensure that SEND, LAC and Disadvantage students join in with the everyday activities of the school
  5. publishes on its website an up-to-date and compliant report on the use of the PPG and its intended impact for the current academic year and the total spend and impact of the previous year PPG allocation.
- b. The Inclusion Governor will review:
  1. the effectiveness of the school's SEND policies and procedures.
  2. the impact of the school's engagement with parents in relation to SEND.
  3. student, parent and staff surveys that seek views as to how students with SEND are supported.
  4. the implementation of the policy for LAC using the DfE's 'The designated teacher for looked-after and previously looked-after children' (2018).
  5. the school's mechanisms for effective transitions between key stages and between schools.
  6. the implementation of school's Pupil Premium Policy.
- c. The Inclusion Governor will meet the SENCO and/or Designated Teacher on a regular basis to monitor:
  1. all aspects of SEND provision
  2. the school's use of its SEN budget and resources
  3. the progress of students with SEN
  4. the progress of disadvantaged students (including LAC and PP)
  5. the impact of the PPG on outcomes for students at the school
- d. The Inclusion will:
  1. attend any relevant training
  2. report back to the LGB about health and safety issues and developments

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## Appendix 4: Role of the Behaviour and Attendance Governor

### 1. Context

- a. The Education and Inspections Act 2006 (EIA) Section 88(1) requires governing bodies to ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued at the school.
- b. The EIA requires the Governing Body to:
  1. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst students; and
  2. notify the head teacher and give him or her related guidance if the Governing Body wants the school's behaviour policy to include particular measures or address particular issues.
- c. Before making their statement of principles (which must be published on the school website), the Governing Body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and students.

### 2. General Principles

- a. The Behaviour and Attendance Governor will ensure that:
  1. The policies and procedures in place in relation to behaviour, exclusions and disciplinary arrangements are implemented effectively and reflect the school's and Trust's responsibilities under the Equality Act 2010 including the making of reasonable adjustments where necessary,
  2. the Behavioural Policy is accessible to all students, including students from vulnerable groups and those with SEND, to ensure the policy supports them to meet behaviour expectations successfully.
  3. Implementation of policies linked to student behaviour recognises the potential for poor behaviour choices to be masking mental health and wellbeing issues.
- b. The Behaviour and Attendance Governor will review:
  1. the effectiveness of the school's behaviour and exclusion policies and associated disciplinary arrangements.
  2. the impact of the school's engagement with parents regarding behaviour expectations and implementation of the Behavioural Policy.
  3. student, parent and staff surveys that seek views as to how behaviour and welfare are managed within the school and how safe the school environment is.
- c. The Behaviour and Attendance Governor will monitor:
  1. summary records of disruptive behaviour and attendance including those for bullying, racist and homophobic behaviour.
  2. how the school provides interventions and support for students at risk of exclusion.
  3. the pattern and frequency of internal, fixed-term and permanent exclusions for different groups of students as well as data for students at risk of exclusion.
  4. the effectiveness of arrangements to manage and improve attendance and punctuality, in particular for students who are persistently absent.
- d. The Behaviour and Attendance Governor will:
  1. attend any relevant training
  2. report back to the LGB about their work

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## Appendix 5: Role of the Health and Safety Governor

### 1. Context

- a. The Health and Safety at Work etc Act 1974 (HSW Act) places duties on employers to safeguard so far as is reasonably practicable, the health, safety and welfare of their employees (Section 2 of the HSW Act) and the health and safety of persons not employed (Section 3 of the HSW Act) but who may be affected by the work activities, such as students and visitors. Employers have additional duties under other health and safety legislation such as the Control of Substances Hazardous to Health Regulations (COSHH).
- b. Persons who conduct an undertaking which involves control of premises also have duties under Section 4 of the HSW Act to take reasonable measures to ensure so far as is reasonably practicable that the premises and any plant and substances provided for work use are safe and without risk to health.
- c. The Trust is the employer for the purposes of the act and appoints the LGB as its representative for monitoring the effectiveness of its arrangements for Health and Safety. The LGB is jointly “conducting the undertaking” involving control of premises and shares some of the duties under the act.

### 2. General Responsibilities

- a. The Health and Safety Governor will ensure that:
  1. the Trust health and safety policy reflects the school’s circumstances
  2. the school has an emergency plan
  3. staff know where to find the school’s risk assessments and that these are up to date and carried out for all the relevant areas
  4. accidents are investigated and steps are taken to avoid them happening again
- b. The Health and Safety Governor will review:
  1. the school’s record of accidents and near misses to look for any patterns which could cause concern
  2. how school staff receive relevant information from school management about health and safety and that there’s a process to inform them of changes
- c. The Health and Safety Governor will monitor:
  1. how staff are managing health and safety by carrying out an audit of procedures once a year
  2. that names and work locations of first aiders and first aid boxes are displayed through the school
  3. that all appropriate health and safety checks are carried out (for example, fire alarm tests)
- d. The Health and Safety Governor will:
  1. attend any relevant training
  2. report back to the LGB about health and safety issues and developments
- e. The Health and Safety Governor will not conduct any health and safety checks themselves.

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## Appendix 6: Role of the Finance Governor

### 1. Context

- a. It is a requirement of all academy trusts' funding agreements to follow the [Academies Financial Handbook](#) (AFH), which sets out duties in relation to governance and financial oversight, alongside a structure of delegated authorities. Trustees must understand the AFH in detail, and be aware of the Charity Commission's guidance '[The essential trustee: what you need to know, what you need to do \(CC3\)](#)' and '[Internal financial controls for charities \(CC8\)](#)'.
- b. Academy Trustees have responsibility to ensure their trust's assets and funds are used only in accordance with legislation, their articles of association and funding agreement and the AFH. Trustees have wide discretion over their use of funds, and are responsible for the proper stewardship of those funds by exercising reasonable discretion and ensuring value for money, regularity and propriety on all transactions and in all decision-making.
- c. Local governing bodies, while not trustees, act as agents of the Trustees in monitoring and reviewing the school's finance planning and operations. The designated Finance Governor is therefore expected to acquaint themselves with the AFH and Charity Commission guidance in the same way as a Trustee and act as a link between the school's finance planning and operations function and the Governing Body

### 2. General Responsibilities

- a. The Finance Governor will ensure that:
  1. financial plans are sustainable and are in line with the school's agreed approach to reserves
  2. the LGB discuss budget implications of major initiatives, current commitments and changes to existing arrangements or external influences on budgets
  3. all external audit and internal scrutiny recommendations are implemented to ensure compliance with the Academies Financial Handbook
- b. The Finance Governor will monitor and review:
  1. management accounts issued by the school;
  2. the school's annual revenue and capital budget in advance of its approval;
  3. capital project proposals to ensure they are affordable and are aligned with the school's priorities;
  4. draft Governing Body agendas to ensure all relevant finance matters are tabled;
  5. staffing and curriculum plans to ensure that the budget and staffing plans are aligned; and
  6. student number projections to ensure that they are realistic and in line with budget assumptions.
- c. The Finance Governor will:
  1. attend termly meetings with the headteacher and/or finance officer to discuss the school's financial position, including income, expenditure, commitments and forecasts
  2. keep abreast of current developments in schools finance
  3. report back to the LGB on finance matters
  4. attend any relevant training;

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## Appendix 7: Role of the School Governor

### 1. Core Purpose

To contribute to the work of the Trust and Local Governing Body (LGB) in ensuring high standards of achievement for all children and young people in the school by:

- a. contribute to the school's vision, ethos and strategic direction
- b. holding the headteacher to account for the educational performance of the school and its students
- c. overseeing the financial performance of the school and making sure its money is well spent

### 2. Trustees and Governors

The governors of RET are the Directors, who are members of the Board. While retaining overall responsibility, the board delegates many of its functions and activities to local governing bodies and headteachers through its scheme of delegation. In that capacity, local governors act as representatives of the Board both collectively and individually in named roles.

### 3. Activities

As part of the LGB, local governors are expected to:

- a. Understand the strategic framework set by RET
- b. Contribute to the strategic discussions with the Headteacher and RET at meetings which determine:
  1. the vision and ethos of the school within the Trust
  2. clear and ambitious strategic priorities and targets for the school
  3. that all children, including those with special educational needs, have access to a broad and balanced curriculum
  4. the school's budget, including the expenditure of the pupil premium allocation
  5. the school's staffing structure and key staffing policies
  6. the principles to be used by school leaders to set other school policies
- c. Hold the senior leaders to account by monitoring the school's performance; this includes
  1. agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
  2. considering all relevant data and feedback provided on request by Trust and school leaders and external sources on all aspects of school performance
  3. asking challenging questions of Trust and school leaders
  4. ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
  5. ensuring senior leaders operating effectively within policies set at Trust and school level
  6. acting as a link governor on a specific area or issue, making relevant enquiries of the relevant staff, and reporting to the LGB on the progress on the relevant school priority
    - some specific areas and roles require a named governor to be appointed, usually at the start of each school year; these roles include: Chair, Vice-Chair, Safeguarding, Inclusion, Behaviour and Attendance, Health and Safety, and Finance (detailed role descriptions are attached as appendices)
    - other areas or issues may merit the specific input of an individual governor depending on the school's needs and development plan e.g. MAGT, RSE or PSHCE. The LGB may task individuals with these roles and the principles of operation will follow those outlined in the appendices
  7. listening to the school's stakeholders: students, parents, staff, and the wider community, including local employers and reporting that to the LGB

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- d. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD, and suitable premises, and that the way in which those resources are used has impact.
- e. When required, serve on panels of governors to:
  - 1. appoint the headteacher and other senior leaders
  - 2. appraise the headteacher
  - 3. set the headteacher's pay and agree the pay recommendations for other staff
  - 4. hear later stages of staff grievances and disciplinary matters
  - 5. hear appeals about student exclusions

## 4. Strategic versus Operational

- a. The role of a local governor is largely a thinking and questioning role, not a doing role.
- b. A local governor does NOT:
  - 1. write school policies
  - 2. undertake audits of any sort – whether financial or health and safety – even if the governor has the relevant professional experience
  - 3. spend much time with the students of the school – there are however some voluntary roles that governors may undertake and they are encouraged to visit school activities.
  - 4. fundraise – this is the role of the PTA, the LGB should consider income streams and the potential for income generation, but not carry out fundraising tasks
  - 5. undertake classroom observations to make judgments on the quality of teaching (they may however join senior staff and RET advisers on learning walks better to understand teaching and learning in the classroom) – the LGB monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
  - 6. do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the LGB needs to consider and rectify this

## 5. Expectations

In order to perform their role well, a local governor is expected to:

- a. get to know the school, including visiting the school occasionally during school hours and gaining a good understanding of the school's strengths and weaknesses
- b. attend induction training and regular relevant training and development events
- c. use The Key for School Governors or other high-quality online resources as self-development tools
- d. attend meetings and read all the papers before the meeting
- e. act in the best interests of all the students of the school
- f. behave in a professional manner, as set down in the LGB code of conduct, including acting in strict confidence

## 6. Expenses

- a. Governors may receive out of pocket expenses incurred as a result of fulfilling their role as governor. See the Governor Expenses Policy.

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## Appendix 8: Governor Code of Conduct

This code sets out the expectations of and commitment required from governors in order for the Local Governing Body (LGB) to properly carry out the tasks delegated to it by the RET Board.

***This Code should be read in conjunction with the RET Scheme of delegation. In particular, we understand that the LGB of our School operates under the overall control of the RET Board, according to the Scheme of Delegation for the Trust. All references below to the role of the LGB are assumed to include this relationship with the RET Board.***

**As individuals on the LGB we agree to the following:**

### ***Role & responsibilities***

- We understand the purpose of the Trust, LGB and the role of the HT and Senior Leadership Team (SLT)
- We accept that we have no authority to act individually, except when the LGB has given us delegated authority to do so, and therefore we will only speak on behalf of the LGB when specifically authorised to do so.
- We will only speak on behalf of the LGB with the agreement of the RET CEO.
- We accept collective responsibility for all decisions made by the RET Board and LGB or its delegated agents. This means that we will not speak against majority decisions outside the LGB 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 aspects of the role of a good employer delegated to us.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other local and RET schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our School/group of schools. Our actions within the School and the local community will reflect this.
- In responding to complaints, we will follow the procedures of the Trust.
- We will work with the Trust to support and challenge the HT and SLT
- We will accept and respect the difference in roles between the LGB and staff, ensuring that we work collectively for the benefit of the School
- We will respect the role of the HT and SLT and their responsibility for the day to day management of the School 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 LGB as set out by The Trust, Standing Orders and law
- When speaking or writing we will be mindful of our governing role and we will ensure our comments reflect current School policy even if they might be different to our personal views
- When communicating in private circumstances (including on social media) we will be mindful of the reputation of the School and make no informal communications involving the School or matters related to School
- For this reason, we accept the right of RET/the RET Board to monitor our social media output.

### ***Commitment***

- We acknowledge that accepting office as a governor involves the significant commitment of time and energy.
- We will each accept our fair share of LGB responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and explain in advance if 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 HT and undertaken within the framework established by the LGB/Trust.
- When visiting the School in a personal capacity (i.e. as a parent or carer), we will maintain our underlying

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responsibility as a Governor, but strive not to confuse the two, particularly with staff.

- We will consider seriously our individual and collective needs for induction, training and development, and will take advantage of the training offered by School or Trust.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the LGB, 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.

## ***Relationships and Conduct***

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views, courteously and respectfully in all our communications with other governors, the clerk to the LGB, the Trust 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 be mindful of our role as a local governing body and part of a Multi Academy Trust
- We will seek, under the direction of the Headteacher, to develop effective working relationships with RET, the HT and SLT, staff and parents, 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/Trust business arise outside an LGB meeting.
- We will not reveal the details of any LGB or Cttee vote or discussion.
- We will ensure all confidential papers 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 including year group or children) that we have in connection with the LGB'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 or interest 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 LGB.

## ***Ceasing to be a Local Governor***

- We understand that the requirements relating to confidentiality will continue to apply after a Local 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 and CEO will investigate; the LGB will only use suspension/removal with the approval of the RET CEO (RET Complaints Procedure).
- Should it be the chair that we believe has breached this code, RET Complaints Procedure should be followed.



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## 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.

### 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.

### 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