



# **THE ROYAL SCHOOL**

## **Governor Handbook**



**“INVESTING IN OUR CHILDREN’S FUTURE”**

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Dear Governor!

Welcome to the Governing Body of The Royal School. On behalf of everyone at the school thank you for undertaking this important role – one that we hope you will find rewarding, if a little daunting at times!

Being a governor is very much a case of being part of a team – you will be encouraged to use your own personal background and experiences to the benefit of the Governing Body and the school, and the phrase ‘a critical friend’ is one that is often used to describe the role of governorship.

To emphasise this teamwork, do let us know if you would like to be assigned a mentor governor. All the governors are here to support one another so please do feel free to contact any of the governors if you need any help or advice. Above all, don’t be worried about asking questions, be they about topics brought up at governor meetings or more general questions that arise as you get to grips with the role. Some aspects of school life and governorship are changing all the time, so we are all, always learning something new.

This induction welcome pack hopes to give governors information about the Governing Body and our school. We hope you find it helpful – you may find it useful to read (not all at once) the schools administration and operational framework where all policies, procedures, registers and strategies are kept, and if there is other documentation that you feel you might need then please ask. Our clerk and Head teacher are possibly the best sources of such information – most of which is available electronically. We would also encourage you to visit the school to experience its atmosphere and understand its ethos. For both new (and experienced) governors there are training courses run by both the Borough and Diocese and all governors are encouraged to take advantages of the training on offer.

Once again, thank you for joining our Governing Body and we hope that you find this pack useful. If you have any feedback please let us know so we can improve it! Finally we hope that you enjoy your time as a school governor.

Kind regards,

The Royal School Governing Body

#### **School Ethos and Mission statement**

Recognising its historic foundation, The Royal School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at large.

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our school values statement is:

**Faith in our Christian Values**

**Achieving our full potential**

**Motivated to succeed**

**Inclusive and caring**

**Learning at our heart**

**Supported by and supporting our Community**

This is displayed around the school through 'Our Crown of Success', which takes the 6 key words of Faith, Achieving, Motivated, Inclusive, Learning and Community

### **Our history**

In 1843 Queen Victoria and Prince Albert, decided that a school should be built to provide permanent provision for the education of the children of families in Her Majesty's immediate service within The Great Park. We are a unique Crown aided first school with a Christian ethos, adopted by the Diocese of Oxford, as well as having close links with The Royal Chapel. Since the opening of The Royal School in July 1845, successive monarchs have continued to demonstrate a close interest in its development and in the well being of its pupils.

The Royal School is set in the heart of the Crown Estate's Windsor Great Park (2,020 hectares /5,000 acres), providing our children and staff with marvellous closeness to the natural environment. This privilege requires all visitors to be mindful that this is a working estate and that adherence to all Crown Estate Regulations is required. We remind parents / visitors that access to The Great Park is restricted to term time only, via certain gated entrances, and to private roads under ownership of the Crown, as prescribed by the Crown Estate. (This information is readily available in the school prospectus, with the annual school car pass and on the school notice board.)

The Crown Estate plays an import role, being community focused and is closely involved with the school. Without their support we would not have had our new Vinery hall in 2010, for which it kindly provided the land and some funding, with the majority being provided by the Diocese of Oxford. The Diocese have been also responsible for our new school toilets and renovated library/kitchen that is now a new class. The class was much needed further to a change in government advise in relation to the minimum space required per child.

<b>Address</b>	The Royal School (Crown Aided)			
	The Great Park,			
	Windsor,			
	Berkshire,			
	SL4 2HP			
<b>Telephone</b>	01784 434274			
<b>Website</b>	<a href="http://www.theroyalschool.org.uk">www.theroyalschool.org.uk</a>			
<b>E-Mail</b>	<a href="mailto:theroyalschool@rbwm.org.uk">theroyalschool@rbwm.org.uk</a>			
<b>DCSF No.</b>	868 3318			
<b>Type of School</b>	Primary / First School			
<b>Age range of pupils</b>	4 – 9 (EYFS - Year 4)			
<b>No of Pupils</b>	100 (mixed)			
<b>School Hours</b>	8.50 am – 3.10 pm (Doors open at 8.45am)			
	Extended Schools/ After School Clubs include:			
	Hi five netball	Piano	Dance	Multi skills
	Cricket	Netball	Rugby	Recorder

## **Principles of Working as a Governor and as a Governing Body**

Governors, once appointed, are holders of public office, and should be prepared to work to the same principles as any paid public official. This is true both as an individual and as a whole governing body.

### **Selflessness**

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

### **Integrity**

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

### **Objectivity**

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

### **Accountability**

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

### **Openness**

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

### **Honesty**

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

### **Leadership**

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

(The Seven Principles of Public Life from the *Second Report of the Committee on Standards in Public Life* - The Nolan Committee CM3270 - 1 May 1996).

### **Membership of the governing body**

All governors are appointed or elected for a maximum term of four years. There is no restriction on the number of times a governor may re-stand for appointment or election. Our governing body is made up of the following governors: foundation, parent, staff and Local Authority. Associate members may be appointed.

### **The Royal School Governing Body**

- |                       |   |
|-----------------------|---|
| • Mrs Vivien Benn     | Chair of Governors and Foundation Governor  |
| • Miss Camilla Seear  | Vice Chair of Governors and Governor<br>representing the Royal Borough of Windsor &<br>Maidenhead |
| • Head Teacher        | Staff Governor  |
| • Miss Jude Parsons   | Staff Governor  |
| • Mr Paul Sedgwick    | Foundation Governor   |
| • Canon Martin Poll   | Foundation Governor   |
| • Dr Edmund Newell    | Foundation Governor   |
| • Mrs Jenny Stickler  | Foundation Governor   |
| • Mrs Peter Ready     | Foundation Governor   |
| • Mr Simon Andrianou  | Parent Governor   |
| • Mr Neal George      | Parent Governor   |
| • Mr John Padwick     | Parent Governor   |
| • Mrs Jessica Gadsby  | Foundation Governor   |
| • Mr Adrian Paul      | Associate Member  |
| • Mrs Susannah Fowler | Clerk to the Governors  |

The majority of the governors (excluding parents) have close relationships with the school and/or the Great Park;

Mrs Vivien Benn      Post Mistress at the Great Park Post Office & General Stores  
Former PTA member with three children journeying though the school

Miss Camilla Seear	Former pupil with three siblings also attending the school Member of the Royal School Old Scholars Association Committee
Mr Paul Sedgwick	Deputy Ranger of Windsor Great Park since 2014
Dr Edmund Newell	Principal at Cumberland Lodge, Windsor Great Park since 2013 with two children who have attended/attending the school
Canon Martin Poll	Chaplain at the Royal Chapel, Windsor Great Park since 2012
Mrs Jenny Stickler	Resident of Windsor Great Park since 1975 & former parent governor Two children attended the school Dancing teacher at the school for many years
Mr Peter Reddy	First parent governors in the 1980's & former PTA member Four children attended the school
Mr Adrian Paul	Former PTA member & parent governor Two children attended the school

### **Term of office**

The Term of Office for all governors is for 4 years, except for the Head teacher who remains a Governor whilst in the post, along with the Deputy Ranger and the Chaplain of the Great Park.

### **Vacancies for**

- The Head teacher or the Clerk announces staff governors to all staff.
- Parent governors are announced to parents via a letter from the chair after being voted on by the parents.
- The local authority deals with local Authority governors.
- Foundation governors are discussed at full governing body meetings and nominations considered.

Governors are elected for four years or as determined in the Instrument of Government. (They may resign at any time) If governors decide to resign before their term of office is up, the school must hold new elections.

### **Explanation of Foundation governors and Associate members:**

- Foundation governors are appointed by the appropriate body (in consultation with the governing body), through the chair. These appointments are confirmed to the relevant diocese.

- Associate members may be appointed to the governing body in addition to the complement of governors. Associate members are not full governors and do not count towards a quorum. They are appointed to contribute specific areas of expertise or advice. They may sit on committees, attend full meetings and the governing body may bestow limited voting rights within the law (associates may not vote on admissions, pupil discipline, the appointment of governors or the budget and financial commitments of the governing body).

## **Meetings**

The Full Governing Body meets at least three times a year usually on a Tuesday evening at 6.30pm in the school hall (once in each of the spring, summer and autumn terms). However additional meetings may be called if considered necessary. The Chair and Vice Chair are elected by the governors at the first meeting of each academic year or as required.

There are also panels and working groups and you will be appointed to at least one of these based on the skills you are able to offer. Sub committee meetings are held either at the school, the York Club or the Crown Estate Office. Then there are also several other roles that all governors have to cover as a team.

## **School Governor Job Description**

### **Governor Purpose**

- To contribute to the work of the governing body in raising standards of achievement for pupils, which involves providing a strategic view for the school, acting as a critical friend and ensuring accountability.
- The individual governor has a responsibility, working alongside other members of the governing body, to the staff and pupils of the school, the school's wider community and where they are representatives, to their particular constituency such as parents, staff, etc.

### **The Governing Body's responsibilities include:**

- Developing the strategic plan for the school (School Development Plan).
- Determining aims, policies and priorities of the school.
- Being custodians of the school's Vision/Mission statement.
- Agreeing statutory and non-statutory targets.
- Monitoring and evaluating the work of the school.
- Overseeing the appointment of staff and ensuring the implementation of a range of

Personnel procedures.

- Management of the budget.
- Securing high levels of attendance and good standards of pupil behaviour.
- Ensuring that all children in the schools have access to a broad and balanced Curriculum, suitable to age, aptitude and ability, which prepares them for adult life.
- Ensuring the health and safety of pupils and staff.

#### **All Governors are expected to**

- Work co-operatively with other governors as a team, taking their fair share of work & positions of responsibility.
- Support the aims and objectives of the school and safeguard the interests of the school and its pupils.
- Act as the critical friend, taking due account of views of parents, pupils, staff and other interested parties.
- Speak, act and vote in the best interests of the school all times;
  - Respect all governing body decisions and to support them in public (acknowledge that differences of opinion may arise in discussion of issues, but, when a majority decision of the governing body prevails, it must be accepted).
  - Understand that an individual governor has the right, only when the Chair and Governing Body have given their agreement, to make public statements or express opinions on behalf of the governors.
  - Resist any temptation or outside pressure to use the position of Governor to benefit themselves or other individuals or agencies.
  - Respect the confidentiality of the governing body items of business.
- Agrees policies and practice which allows the Headteacher the necessary tools to carry out their responsibilities;
  - Acknowledge that the day-to-day management of the school and implementation of plans and policies of the governing body is the responsibility of the Headteacher and other senior managers of the school.
- Declare openly and immediately any personal conflict of interest arising from a matter before the Governors or from any other aspect of governorship.
- Act within the framework of the policies of the governing body, terms of references and legal requirements.
- Attend regular meetings (full governing body, committees and working groups).

- Prepare for them accordingly by reading papers beforehand.
- Raise matters for discussion at full governor meetings via a request to the chair, 14 days prior.
- Take or seek opportunities to enhance their effectiveness as a governor, through participation in training including online and development opportunities and by increasing their own knowledge of the school: its needs, strengths and weaknesses.
- Awareness of the Government 'Law for Governors' website and the Financial Management in Schools toolkit.

### **Removal of Governors**

The governing body can vote to remove a governor who breaches any of the above expectations.

Below are key grounds for removal to be brought to your attention;

- Works at the school and is subject to disciplinary proceedings.
- Is subject to court or tribunal proceedings.
- Has acted in a way that is inconsistent with the school's ethos or religious character.
- Are in breach of the duty of confidentiality to the school the staff and the pupils.
- Continually non-attendance of meetings and duties.

### **The Role of the Chair of Governors**

- Ensuring the business of the governing body is conducted properly, in accordance with the legal requirements.
- Ensuring that meetings are run efficiently, focusing on priorities and making best use of the time available.
- Ensuring that all members have equal opportunities to participate fully in discussions and decision-making.
- Encouraging all members of the governing body to work together as a team
- Liaising with the Head teacher.
- Acting in cases that may properly be deemed "urgent". This is defined in statute and applies where a delay in exercising the function would be seriously detrimental to the interests of the school, a pupil, parent or member of staff.
- Making public statements on behalf of the governing body.

### **The Role of the Clerk**

The clerk is appointed by the governing body and is responsible to it. The clerk has a central role in providing administrative and organisation support;

- Organising agendas for meetings of the full governing body.
- Convening and minuting the meetings.
- Sending draft minutes to the chairperson and Headteacher for approval.
- Advising on appropriate governing body procedures.
- Ensuring that all written reports and papers presented to the meeting are filed as part of the minutes and are made available for public inspection, subject to the governing body's ruling on confidentiality.
- Maintaining records on governing body memberships and advising when appointments need to be made/elections held.

#### **Governing Body Committees and Panels;**

- Full Governing Body
  - Input Committee (old Finance & General Purpose).
  - Output Committee (Old Curriculum).
    1. Strategic Panel.
    2. Personnel and Performance Panel.
    3. Admissions Panel.
    4. Dismissal Panel.
    5. Appeals Panel.
    6. SEN Panel.

#### **Other individual Governor responsibilities include;**

- Child Protection Officers – Viv Benn & Head teacher .
- Learning Support & Looked After Children – Jenny Stickler.
- Development Link Governor – Jessica Gadsby.
- School meals/ Healthy Schools – Viv Benn.
- School pastoral care – Martin Poll (e-mail or 01784 432434).
- Subject Governors-circulated annually.
- Governor Friday surgery –Viv Benn, Weekly at the school
  - Parents and staff are also able to use the suggestions box at the school, which is emptied each Friday.

## **Meetings**

- The quorum for the full governors meetings is 50% of governors but for individual committees and panels is a minimum of 3 governors. If during a meeting, full governors or otherwise, a governor has to leave early thus breaking the minimum requirements then the meeting has to stop-it can continue but no decisions can be made.
- Committee and Panel meetings will be held on an as required basis (Output and input are usually termly).
- The Chairman of each Committee and Panel will report the work of the committee to the chair and to the full governing body as necessary.
- The committee and Panel will liaise with such other committees and invite members of other committees and Panels to attend its meeting as should be deemed appropriate.
- Any matters, which may be in conflict with the work of another committee or Panel, must be referred to the Governing Body.

## **Governors' code of conduct:**

We follow the national code of conduct and the below link includes guidance for governors and focuses on governors roles and responsibilities, such as the curriculum being the role of the Headteacher. The Governor net website also includes lots of useful information such as governor law, curricular and finance and is well worth a look!

[http://www.governor.net.co.uk/linkAttachments/Roles%20of%20governing%20bodies%20and%20headteachers\\_128.doc](http://www.governor.net.co.uk/linkAttachments/Roles%20of%20governing%20bodies%20and%20headteachers_128.doc)

**Specific Terms of Reference** – Each committee and Panel TOR are available below and are validated annually on the first Governors meeting of the academic term.

## **Terms of reference for the Input Committee (old Finance & General Purpose Committee).**

- Services In consultation with the Head teacher, to draft the first formal budget plan of the financial year.
- To establish and maintain an up to date 3 year financial plan linked to the School Self Evaluation Process (SEF) and the School Development Plan.
- To ensure that the school satisfies the requirements of the Boroughs Internal Audit process including a review of the Controls Assurance.

- To consider a budget position statement consistent with RBWM Consistent Financial Report (CFR) including virement decisions at least termly and to report significant anomalies from the anticipated position to the Governing Body.
- To ensure that the school operates within the Financial Regulations of RBWM.
- To monitor expenditure of all voluntary funds kept on behalf of the Governing Body.
- To annually review charges and remissions policies and finance policies
- To make decisions in respect of service agreements
- To make decisions on income and expenditure following recommendations from other committees
- To ensure, as far as is practical, that Health and Safety issues are appropriately prioritised in terms of funding and to monitor the head teacher's Health & Safety Checklist.
- To make decisions in regard to the school premises such as redevelopment of the school, spending needs further to issues raised in external RBWM reports and the school premises log book.
- Record and annually review a Register of Business interests for all Governors and senior staff
- Liaise with Personnel Committee to review staffing structure prior to Performance Management Cycle - Identify possible areas of funding to support staffing structure and Performance Management.
- In the light of the delegated appointed Governors' recommendation following the Head teacher's Performance Management Review, determine funding sources for increments

#### **Terms of reference for the Personnel and Performance Panel**

- To assist in the administering of the staffing requirements for the school both in the teaching and support areas.
- To approve procedures for the recruitment and appointment of staff.
- To consider applications from staff for secondments or leave of absence.
- To follow established procedures when advertising, selecting and appointing new members of staff.
- To make recommendations to the Finance Committee on staffing needs to meet the requirements of the curriculum.
- The Personnel Committee is responsible for producing, approving and monitoring the application of policies on personnel-related matters.

The Head teacher is statutorily responsible for determining measures to secure good behaviour. The Governors have powers to draw up a written statement of general principles and to provide specific guidance to the Head teacher on particular disciplinary matters. The Head teacher is responsible for putting any general principles set out by the Governors into practice and for dealing with individual cases.

### **Exclusions**

- The Head teacher is the only person with the power to exclude a pupil from the school in line with the school exclusion strategy. In her absence, the most senior teacher has the right to exclude a pupil from school. The Chairman of Governors should be informed of the exclusion.
- A pupil may not be suspended for an indefinite period; suspension must be for a fixed term or permanently.

It is the duty of the Head teacher:

- Where she excludes a pupil the parent should be informed immediately followed up by a letter within one school day of the exclusion and the reason for it.
- In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. In such cases the Head teacher must write again to the parents explaining the reasons for the change.
- Where a pupil is excluded, the parent of the pupil must be informed that representations about the exclusion can be made to the Appeals Panel.
- Where she excludes a pupil for more than 5 days in aggregate in any one term, she shall inform the Personnel Panel without delay of the period of the exclusion and the reason for it. Similarly, this action should take place if the exclusion is made permanent;
- Where she excludes a pupil permanently and that decision is upheld by the Personnel and Performance Panel, as soon as it is reasonably practical, to inform the LEA of the decision by notice in writing.

Where a pupil is excluded for less than 5 days in aggregate, the Discipline Committee must consider any representation made by the parent.

It is the duty of the Personnel and Performance Panel, where they have been informed of the permanent or fixed term exclusion of a pupil for more than five days in aggregate;

- To consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.
- If reinstated, to give appropriate direction to the Head teacher and inform the parents of their decision.

## **Procedures**

On receiving notice of an exclusion from the Head teacher, the Clerk or Chair;

- Must, in the case of one or more fixed period exclusions totalling 5 school days or less in any one term, consider any representations from the parent. If representations from the parent are received they must convene a meeting to consider the representations, although they cannot direct reinstatement.
- Must in the case of one or more fixed period exclusions totalling more than 5 but not more than 15 school days in any one term, convene a meeting between the 6th and 50th school day after receiving the notice of exclusion, to consider the exclusion, if the parent requests a meeting.
- Must in the case of a permanent exclusion, or one or more fixed period exclusions (including lunchtimes) totalling more than 15 school days in any one term, convene a meeting between the 6th and 15th school day after the date of receipt to consider the exclusion.
- Must invite the parent, Head teacher and an LEA officer to the meeting at a time and place convenient to all parties (within the statutory time limit).
- Should ask for any written statements (including witness statements) in advance of the meeting.
- Should circulate in advance any written statements (including witness statements) and a list of those who will be present at the meeting to all parties.

The Personnel and Performance Panel should normally allow the excluded pupil to attend the meeting and speak, if the parent requests this. They should allow the parent to be accompanied by a friend or legal representative at their request.

It is the duty of the Head teacher where she has excluded a pupil to comply with any direction for the reinstatement of the pupil given by the Personnel and Performance Panel.

It is the duty of the Personnel and Performance Panel to inform parents of a pupil who has been excluded permanently of their right to appeal against the decision.

## Meetings

- Committee and Panel meetings will be on an as required basis.

Confidential minutes will be circulated to members of the committee within seven days. Minutes, as a confidential item, will be tabled with the agenda at the next Governors' meeting if and when the matter has been resolved.

## Performance Reviews

These will be conducted in line with the school performance strategy but will;

- Consider any representation made by the Head teacher against the decision of the Personnel and Performance Panel and external assessor on Head teachers performance targets.
- To report decisions to the Governing Body.
- To attend appropriate training sessions.

## Staff Discipline/Dismissal

These will be conducted in line with the school strategy but will;

- Disciplinary Procedure and Conduct where the function of dismissal has not been delegated to the Head teacher under The Staffing Regulations 2003 or in the case of Discipline, where the Head teacher has had detailed prior involvement.

## Preliminary Investigations

Where an employee's conduct or standard of performance is called into question, the Head teacher shall conduct such investigation, as she considers necessary. If it is considered that formal disciplinary action needs to follow, she shall arrange for a disciplinary hearing in accordance with the procedure;

- Formal disciplinary action will not be taken against an employee without prior investigation, other than in exceptional circumstances.
- The Head teacher or Chair of Governors may suspend an employee from duty pending the disciplinary hearing in exceptional cases. The governing body or Chair of Governors may only lift suspension.
- Anyone involved in the investigatory stage may not be involved in making decisions at any subsequent disciplinary hearing.

### **Clerking**

- A person who is not a governor of the school, not a member of the Panel and not the Head teacher, will take minutes of meetings of the Personnel and Performance Panel.

### **Disciplinary Hearing**

- The hearing will be before the Personnel and Performance Panel and the Head teacher may attend to give advice. Any member appointed to this Panel will not be permitted to participate in any meeting to consider an appeal connected with the same case. The Head teacher may not participate in an appeal – the Head teacher has the same rights to attend for the purpose of giving advice.
- The employee will be given ten days notice in writing of the date, time and place of the disciplinary hearing. The employee will be informed of the nature and details of the alleged misconduct and be told of his right to be accompanied at the hearing by a representative of his choice. The employee shall have the right to call witnesses and be supplied with the copy of any written report that is to be considered. He shall be given an indication of the possible penalty which could be imposed should the allegations be found to be substantiated.
- No later than three clear days before the hearing, the employee will give the name and status of his representative and may submit a written statement. The employee will be informed of who will conduct the hearing and the names of any witnesses to be called.

At the hearing the employee or his representative may;

- Address the person conducting the hearing.
- Be questioned on the statements made by or on behalf of the employee.
- Question the officer presenting the case to the Governors.
- Either party may call witnesses and opportunity will be given for them to be questioned. Witnesses on either side will be kept to the minimum necessary.
- The Personnel and Performance Panel should consider its decision in private except for the presence of the Clerk to the Governors or other suitable person taking minutes.
- The decision of the Panel will be given within five days of the hearing. If the decision is given at the end of the hearing it will be confirmed in writing within five days. The letter will state the grounds for the decision, confirm that the employee has the right of appeal and state how this can be exercised.
- Any records or minutes relating to disciplinary proceedings should be carefully safeguarded and kept confidential. Should any disciplinary action in the event be found to be

unwarranted, any written reference should be removed from the employee's personal file and the employer notified accordingly.

- If the decision is to dismiss the employee for gross misconduct, the employee will be summarily dismissed; otherwise he will be given the notice required in his conditions of service and contract employment.

## **Appeal**

- An employee has the right to appeal against any disciplinary action taken against him/her.

## **Terms of reference for the Admissions Panel**

- To review the criteria and the arrangements for the admission of pupils to the school and, whenever appropriate, recommend changes to the arrangements to the Governing Body.
- To undertake consultation in respect of the admissions criteria, as required under statutory instruments, codes of practice and/or local arrangements.
- In accordance with legislation, to publish for each school year particulars of
  - a. The arrangements for admissions to the school.
  - b. The arrangements made by the Governing Body for appeals in relation to the admission of pupils to the school.
- To determine applications for admission to the school in accordance with the school's published admissions policy, which will be clear, fair and objective, including criteria to be applied if the number of applications for admissions exceeds the number of pupils intended to be admitted in that age group in that year.
- To rank the Initial Preference List provided by the Local Authority for Reception Class places.
- To ensure that any parent who has made an application for admission of a child to the school is notified of the Committee's determination of the application. Where a child has been refused admission to the school, to inform the parent of:
  - a. His/her right to appeal against the decision.
  - b. The arrangements made by the Governing Body enabling appeals to be made.against decisions of the Admissions Committee to refuse admission to the school.
- To ensure that a true and accurate written report of all proceedings of the Committee is maintained and that the Committee's proceedings are reported to the Governing Body as required.

## **Terms of reference for the Output Committee (Old Curriculum Committee).**

- To keep informed of the current statutory requirements of the National Curriculum relevant to the school and to consider dis-application where appropriate.
- To monitor and review application and impact of the National Curriculum, making recommendations to the Governing Body.
- To have the power to make decisions on behalf of the Governing Body relating to matters concerning curriculum and staffing.
- To oversee and monitor the School Development Plan (school element).
- To approve and monitor the school's systems for assessment and tracking of pupils.
- To receive the results of all examinations in school.
- To receive reports on the provision of SEN pupils.
- To maintain an overview of all related school policies and ensure their regular re-appraisal.
- To be kept informed of the staffing situation and to assist with appointments where appropriate.

### **Appeals panel**

The clerk to the panel must be a person who is not a Governor of the school, an associate member of the governing body or Headteacher.

### **Procedures**

- The appeal meeting must be in private and minuted.
- The teacher may appeal in writing to the Chairman of Governors within five working days of receiving the committee's written decision.
- The hearing should normally take place within fifteen working days of the receipt of the appeal and the teacher shall be given at least seven days notice in writing of the appeal hearing.
- The teacher shall be entitled to a personal hearing, with the assistance of a friend if he/she wishes, to call witnesses in his/her defence and to question any witness bringing evidence against him/her.
- The Appeal Panel may;
  - Accept the appeal and remove the penalty imposed.
  - Accept the appeal and impose a lesser penalty.
  - Reject the appeal and confirm the penalty imposed or, exceptionally, increase the penalty.

- All appeals shall be heard in private except when otherwise directed by the Governing Body, but any member of the Council of Tribunals may attend as an observer any meeting of the Appeal Committee at which an appeal is considered.
- The Appeal Committee's decision will be confirmed to the parties concerned in writing within five working days. The decision will be final.

#### **Terms of reference for the Child Protection Governor**

- To ensure, in liaison with the Headteacher/designated teacher, that the school has a Child Protection policy.
- To ensure that an annual item is placed on the Governing Body meeting agenda to report on any changes to the policy, any training undertaken by people responsible and any relevant issues relating to child protection matters.
- To liaise (with due regard to confidentiality) with the Headteacher/ designated teacher re allegations of child abuse.
- To attend relevant training for governors.
- To ensure that an up to date Single Central Record of DBS Checks is maintained for staff, governors and volunteers.

#### **Terms of reference for the Link Governor**

- To encourage all governors to attend appropriate training courses.
- To record training attended by governors (provided by borough).
- To report on training matters at the full Governing Body meetings.
- To assist with the induction on to the Governing Body of new governors.
- To attend appropriate Link Governor meetings and training courses.

#### **Working Groups**

This are as required such as Ofsted including Self Evaluation Form (SEF) & School Development Plan (SDP) Working Group;

- The working group will have the same structure as the main Panels.
- The meetings will be arranged on a meeting-by-meeting basis as appropriate.
- To review, challenge and update the SDP & SEF with the Head teacher.
  - The SEF is no longer a formal Ofsted requirement but the governors have decided to continue as a form of monitoring progress and recorded success.

- To report all recommendations to Finance and General Purpose chair ahead of their meetings.

### Major Projects Working Group

For Example – Vinery hall (2012) Old kitchen/library Redevelopment (2012) Library (2013);

- The working group will have a minimum of three governors.
- To meet regularly as the group feel appropriate.
- The priority being to be fit for purpose, on time and within budget.
- To report all recommendations to the full Governing Body & Finance and General purposes.

### School Policies, Procedures, Registers and Strategies

There are policies, procedures, strategies and registers that legally the school are required to have, the governing body are responsible for and should be read by all governors during the first 6 months of their appointments (List - <http://www.education.gov.uk/b0065507/gttl/policies-lists-by-law> ).

These documents can be found within the school administration and operational framework (please pick up a CD with these on to read at home). The most current Policies Procedures, Registers and Strategies are held by the school Office and can be viewed at any time.

Accessibility (P)	First Aid	Music
Admissions (P)	Literacy	NQT
Alcohol Substance Misuse Policy	Lone Working	PE
Allegations Against Staff	MFL	PPA
Anti Bullying	Manual Handling and Lifting	PSHE
Art	Marking and Feedback	Paternity Leave
Assessment	Maternity	Teaching Pay (P)
Attendance	Mathematics	Pay-Support Staff
Capability of Staff (P)	NQT	Portable Electrical Appliance
Capability Procedure for Support Staff	PE	Presentation & Display
Central Record of Vetting (P)	Governors allowances (P)	Home school agreement (p)
Charging and Remissions (P)	PPA	Purchasing
Child Protection	PSHE	Race Equality/Racist Incidents

Collective Worship	Paternity Leave	Raising Concerns at Work
Community Cohesion	Pay-Teaching Staff	Responsible use of Intranet
Complaints (P)	Pay-Support Staff	SPLD
CPD	Music	Physical Contact
Curriculum	Performance Management	Safer Recruitment
Data Protection (P)	Portable Electrical Appliance	School visits - Governors
Disciplinary	Presentation & Display	Sex Education (P)
Display and Presentation	Purchasing	Special Educational Needs (P)
Disposals	Race Equality/Racist Incidents	Staff Absence
Drugs and Misuse	Literacy	Sun Protection
DT	Physical Contact	Science
Early Years	Lone Working	Teaching and Learning
Educational Visits	MFL	Time off for Pubic Duties
Equality information and objectives and Equal Opportunities (P)	Manual Handling and Lifting	Uniform
Exclusions	Marking and Feedback	Virement
Exclusions 6th Day	Maternity	Web Filtering/ E Safety
Finance Policy	Mathematics	Workers on Site
Financial Guide For Governors	Minibus	Working Time Schools Policy
Freedom of Information (P)	Health and Safety (P)	Teacher Appraisal (P)
Governors Handbook (P)	Premises management (P)	Instrument of Government (P)
School Behaviour including behaviour principles written statement (P)	Minibus	Performance Management

### **Governors' School Visit strategy**

Governing bodies have a statutory responsibility to promote high standards at their school, and must monitor and evaluate its effectiveness in this respect. Through visiting our School, governors can get to know it better. The governing body is a corporate body and every governor will visit the School as a representative member of that body, not as an individual. An effective partnership between governors and staff, based on mutual understanding, benefits the whole School community. This policy will provide an agreed framework within which governors will plan and carry out their School visits.

## **The organisation of the Governor visits at The Royal School**

Following the model Gel policy and attendance of the RBWM's training have produced this strategy.

### **Visit programme**

The programme of visits will be organised as follows;

- All school visits will be in direct relation to the Annual Visiting Governor schedule, which includes the purpose of the visit. The Schedule will be circulated at the Winter Full Governing Body (FGB) meeting following a review at the previous Autumn FGB meeting to allow any amends to be made.
- All other visits should be agreed with the Head teacher 7 days in advance of the intended visit.
- The date and duration of the visit should also be agreed in advance (at least 7 days' notice), with the teacher. Shorter notice visits can only be instigated by the teacher.
- Governors are expected to agree to a minimum commitment to attend and participate in a least one-school event e.g. Assembly, Sports day, Play, year group off site visit etc and one day with a class per academic year. In undertaking the subject governor role you are agreeing to visit that class once per academic year.
- If any governors are unable to commit to two visits they should advise the chair of governors at the first Autumn FGB meeting.
- New governors should review the last two visiting governor's reports and speak to the chair of governors ahead of their first visit if they have any questions. They are more than welcome to visit with more experienced governors should they wish.

### **Content of visits**

- Governors are able to seek the views of the pupils- such as what have you learnt today? What did you enjoy most in the lesson?
- Governors should always review the School Improvement and Development Plan ahead of their visit so that they are able to monitor specific elements.
- If governors have any concerns whilst undertaking their visit they should speak to the Head teacher immediately after their visit.
- Parent Governors are asked not to visit the class of their child to minimise disruption. If there is a particular need to visit a child's class the governor should contact the class teacher to discuss and accept the teacher preference.

- All governors are reminded of the need for confidentiality. Please be mindful of this when looking at samples of work etc.

## **Reporting**

- After the visit if you have an important feedback please contact the head teacher.
- Only use the visiting governor RBWM template, (see below), outlining the purpose and results of the visit (the visit report will be shared with all appropriate staff involved if necessary & should not include any pupils by name). We ask that you do not deviate from the template, as the head teacher will reject all other formats. The purpose of the report is to ensure consistency, focus and continued development
- Governors should give staff the opportunity to comment on the governor visit.
- Please email this to the Head teacher within 5 days so that feedback can be given to the staff and amends made where necessary.
- Once the report is agreed the Head teacher or the visiting governor will email the report to Clerk & to the Curriculum Committee chair within 5 days
- The Output Committee is to collate the subject governor reports. The reports aid the Output committee in the knowledge that all curriculum subjects policies are up to date, that subjects are being focused upon by individual governors and encourage a closer relationship with the school. Each Summer FGB meeting the Output Committee will provide an update, raising which subjects have not been reviewed in the last 12 months.

## **Procedure for carrying out visits**

### **Before the visit**

- Agree a mutually convenient time to visit with the Head teacher/class teacher. Avoid stressful or busy periods in the School calendar.
- Prepare for your visit by reading any relevant documents. Subject policies are available for reference from the school office. Visitors should be aware of the health and safety procedures, including fire safety, prior to making the visit.

Subject Governors should meet up with Subject Lead annually to;

- Discuss progress in regard to each child reaching its expected standard (e.g. 2 sub levels & in line with the national average where applicable).

- Review improvements for the term & year ahead.
- Consider additional support that is required.
- Review Subject Leads evidence folder including pupil evidence such as photographs etc, action plan, lesson plans, tracking sheets, other year class observations & 2 year planning cycle document.
- Clarify the purpose of the visit and agree this with the teacher. Agree together how best to approach the identified focus to make effective use of everyone's time.
- Governors should not pursue any personal agendas or arrive with inflexible preconceived ideas.
- Agree how you will be introduced to the children and the extent to which you will be involved in any activity or lesson. Generally it is expected that the governor becomes part of the class.
- Agree a convenient time to discuss your lesson observation with the class teacher. This will also be your opportunity to clarify any issues you are unclear about.
- Ensure that you are aware of the core principles underlying the governor visit policy and abide by them.

#### **During the visit**

- Remember this is a visit, not an inspection. Governors are visiting to learn more about the School and to gather information to inform decision making by the governing body. It is not the governors' role to judge the quality of the teaching. Monitoring staff performance and the quality of teaching and learning is the job of the Head teacher.
- Remember that you are an invited guest.
- Be aware of, and adhere to, the School's Child Protection policies and procedures.
- Be punctual; sign in at the office (wear a name badge if the teacher would prefer).
- Try hard not to disrupt the normal working of the School by monopolising the teacher's time.
- Smile and listen. Try to relax and enjoy yourself.
- Think carefully about what you say and do. Remember that a visit by a governor can be stressful for staff. Be courteous, tactful, positive and interested. Avoid criticism e.g. Never make a comment on the teacher's conduct of the lesson or on individual pupils.
- Try not to draw too much attention to yourself. Avoid overtly making notes, as this can be disconcerting. Instead, write down your thoughts as soon afterwards as is practical.

- Remember that you are representing the governing body. Governors should be prepared to explain policies, but should avoid giving personal opinions that could be misinterpreted as the views of the governing body.
- Avoid making promises on behalf of the Governing body.
- Only go into the staffroom if you are invited to do so.
- Observe previously agreed levels of confidentiality.
- Remember to thank the staff for supporting you in your role as governor

### **After the visit**

- If you have seen something that worries you, you should discuss first with the teacher and then the head teacher if necessary. Further escalation can be taken up with the chair of Governors.
- Complete Report, discussing your visit with the Head teacher and staff, as appropriate. Be prepared to take the comments of others on board before you circulate your report to the clerk. Feel free to share any best practise from your experience with the governors and staff.
- Governors are not to make any judgements about pupil's work, behaviour, any teacher's classroom practice or issues relating to the day to day running of the school. Those are the responsibility of the Head teacher.
- Send a note to thank the relevant staff. Be open and honest; recognise and celebrate achievement.
- Reflect upon your visit.
- Your views will inform the review of the policy and procedures.

### **Evaluating the visit**

Following a visit, consider what you would do differently in a future visit;

- How did the visit go?
- Were you clear about your objectives?
- Are there further areas you would like to explore?
- How has the visit helped you, the School and/or the governing body? E.g. in collecting monitoring evidence, in greater understanding of a particular aspect.
- Consider how you can “challenge & support” in the future.

**Monitoring, evaluation and review of this policy**

Governors' visits will be an agenda item at the Full Governing Body & the curriculum committee meetings. The Output committee will review this policy every three years first academic year meeting and ratified by the Full Governing Body. The views of the staff will be sought. The governing body will consider if governor visits are contributing to the information that the governing body has about progress towards meeting priorities and targets identified in the School Development Plan.

**GOVERNOR SCHOOL VISIT REPORT****NAME:****DATE OF VISIT:****KEY STAFF & CLASSES TO MEET:****PURPOSE OF VISIT:****SEF / SDP PURPOSE REFERENCE (where necessary):****STRUCTURE/TIMETABLE OF VISIT:****KEY QUESTIONS/ISSUES FOR GOVERNORS TO EXPLORE:****GOVERNOR'S OBSERVATIONS/EVALUATION:****ANY KEY ISSUES ARISING FOR GOVERNING BODY:****ACTION FOLLOWING GOVERNING BODY MEETING:****Royal Borough of Windsor and Maidenhead**

The school sits within Royal Borough of Windsor and Maidenhead. There are 62 schools in the Royal Borough provide education for around 19,000 pupils in 3 nursery schools, 45 schools for primary age children, 13 secondary schools (including 4 middle schools) and 1 special school.

Local schools are organised in two different ways;

- In Windsor there are first, middle and upper schools with transfers between the schools at the ages of 9 and 13 years.
- In the rest of the Royal Borough children attend primary or infant and junior schools before transferring to a secondary school at the age of 11.

### **First Class**

All Governors have access to the RBWM's online Teaching and Learning resources via First Class. This provides users with e-mail, chat and discussion forums, personal work areas, pupils work load areas and a dedicated area for governors. The system is accessible from any location and usernames and passwords can be obtained from the school (Mrs Parsons).

Login via: <https://login.rbwm.org/login>

### **Governor Training – IN PERSON**

The governing body subscribes to the [training programme](#) presented by RBWM and encourages all governors to enrol on courses relevant to governing body activity. There is also a couple of training session available from the Diocese each year. We ask our Governors attend 2 sessions a year - RBWM or Diocese.

All governors will receive a copy of the annual RBWM training programme produced by the Borough. The governing body has appointed a link governor to co-ordinate training needs and to keep a record of courses attended by individual governors.

All new governors are strongly recommended to attend at least the RBWM induction course and then two training courses each year. Governors attending training courses are given an opportunity to report on the course at each governing body meeting.

Governors should raise at full governing body meetings or to the Link Governors if they have additional training requirements. The governing body is part of a cluster of local schools formed for training purposes and governors can attend training arranged through the cluster.

Above information extracted from: <http://www.rbwm.gov.uk>

Learning for Sustainability Standard for Schools;

- [The Royal Crown Aided School's LfS Report](#)

### **Governor Training - ONLINE**

There are lots of courses available and they really are quite quick and straight forward to do.

(Reading followed by a short test) Please completed and then updated the clerk. Please see below link and separate details for initial log on;

- <http://www.elc-gel.org/governors>

### **Ofsted Visits - A Quick update**

Ofsted Inspections underwent an over hall and take a new format from September 2012. Ofsted carry out a process of evidence gathering such as lesson observation and speaking to staff and governors. This enables them to evaluate of how well a school is performing to create a survey.

Ofsted believes that schools are best placed to recognise their own strengths and weaknesses. From September 2009, the inspection system places responsibility on the school to regularly demonstrate its own self-evaluation and improvement planning via the completion of a self-evaluation form (SEF). The SEF is designed to;

- Assist us in our own self-evaluation (justify concisely the grades & evidence).
- Be used as a basis of the inspection of the school.

Although the SEF is formally no longer required we at the Royal School still complete to ensure that we are fully prepared for visits

### **Ofsted links & information taken from their website (September 2012);**

- [School inspection handbook.](#)
- [Generic Grade descriptors.](#)
- [Information about schools.](#)
- [The framework for school inspectiosn.](#)
- The frequency of inspections depends on the outcome of schools' previous inspections and an annual assessment of subsequent performance.
- The lead inspector will normally inform the school at, or after, midday on the working day before the start of the inspection.
- Schools must provide the inspectors with some information before the inspection begins.

- Inspections take place over two days (TBC).
- Employment checks, including enhanced CRB checks are part of the inspection.
- Parents are provided with an explanatory letter the day before the visit and a link to “parent view “ (parent questionnaire) to complete ahead of the inspection.
- Some pupils complete a confidential questionnaire during the inspection
- Governors participation is included with the “Quality of leadership in, and management of, the school”.
- After the inspection a written report is provided with one of four grades: outstanding, good, requires improvement (formerly satisfactory) or inadequate.
- Inspectors write a letter to the school formally after the inspection to tell them the main findings and how the school can improve further.

Above information extracted from;

- [www.ofsted.gov.uk/](http://www.ofsted.gov.uk/)

All Ofsted Reports;

- [The Royal Crown Aided School's Inspection Report](#) (latest 21 June2011).

### **Every Child Matters**

In 2003 the Government published a Green Paper called *Every Child Matter*. This was published alongside the formal response to the report into the death of Victoria Climbié, the young girl who was horrifically abused and eventually killed by a member of her family.

The Green Paper built on existing plans to strengthen preventative services by focusing on four key themes;

- Increasing the focus on supporting families and carers – the most critical influence on children's lives.
- Ensuring necessary intervention takes place before children reach crisis point and protecting children from falling through the net.
- Addressing the underlying problems identified in the report into the death of Victoria Climbié – weak accountability and poor integration.
- Ensuring that the people working with children are valued, rewarded and trained.

Every Child Matters and is a top priority for all schools and is a new approach to the well-being of children. The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to;

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic well-being.

This has resulted in us needing to team up in new ways, share information and work together, to protect children from harm and help them achieve what they want in life.

Above information extracted from;

- <http://www.dcsf.gov.uk/everychildmatters/>



### **Diocese of Oxford (Berkshire, Buckingham & Oxfordshire)**

Our Church of England school sits within the Diocese of Oxford. The Diocesan Education team works our Local Authority, offering us a support service including a named School Adviser who visits regularly. The Diocese offers opportunities for training in issues relating to church schools to the Headteacher, staff and governors.

### **Being a Church School**

Our Christian foundation is central to our school life, as seen by our school FAMILY ethos and mission statement, which spring from our Christian teachings. Our school identifies opportunities to develop the children's spiritual, moral, social and cultural development through worship and across the curriculum. Take a look at our school website, notice boards and displays that promote our distinctive Christian character.

The Governors are given collective worship opportunities and are able to attend assemblies by prior arrangement. Services to mark specific events throughout the year such as Christmas and Year 4 Leavers are held in the Royal Chapel. The school also attends the Mothering Sunday at Chapel as

invited by the Chapel. To find out more about what being a church school means to us please speak to the Religious Education Subject Lead and Governor.

### **The Diocese of Oxford's Three Main Elements of School Governance:**

Strategic Overview;

- A responsibility to ensure that the foundation of the school is sustained and developed.
- A vital role to play in the development of the School Improvement Plan, which now looks at all aspects of school development over a 5 year period.
  - Including all aspects of the school, underpinned by the ethos statement.
- To consider the work/life balance of the Headteacher, the asset management plan relating to the school buildings and the setting of targets for SATS results. (Including the context of the Christian foundation of the school.)
- Bring to the school its strategic relationship to both the local and diocesan church community and the local community .

Critical Friend

Accountability

- In relation to the foundations of the school, such as the premises of the school, which the governing body are effectively stewards of for future generations.

### **Church School Inspections**

Along with the Ofsted inspections, we take the responsibility for evaluating our performance as Church schools. The inspection itself, usually lasting only one day, is about testing out and verifying the school's understanding of itself. SIAS inspections focus around four key questions:

- How well does the school, through its distinctive Christian character, meet the needs of all learners?
- What is the impact of collective worship on the school community?
- How effective is the religious education?
- How effective are the leadership and management of the school as a Church school?

Above information extracted from;

1. <http://www.oxford.anglican.org/schools/>

Most Recent 2011 SIAS Report - see Appendix 1 or <http://education.oxford.anglican.org/SIAS-Reports/>

## **New Governor Checklist**

### **New governors will;**

- Be welcomed to the Governing Body by the Chair.
- Receive an informal briefing on the school from the Head teacher or Chair.
- Have the opportunity to discuss matters informally with an existing governor.
- Provide CRB information to the clerk.
- Complete and return a Declaration of Business Interest to the clerk.
- Complete and Return the Skills Audit to the chair of governors.
- Book and attend the borough's governors Induction training course.
- Complete their safe guarding training held by the borough (Ofsted requirement).

### **New governors should review**

- All school policies, strategies and registers.
- The last two full governors committee meeting minutes.
- The School, RBWM & Oxford Diocese website (Review regularly thereafter);
  - The school prospectus.
  - Ofsted & SIAS reports.
  - School Profile Document.
  - Calendar of school events.
  - Recent school newsletters.
  - Staff list.

### **Provided by the clerk (usually ahead of the first Full Governing Body meeting);**

- The Department for Education and Skills "Guide to the Law for Governors"
- Dates for future governors' meetings including committees
- Details of how to contact the other governors.
- Most recent –
  - Head teachers' report including School Improvement Plan (SIP) report.
  - Finance report and budget.
  - Recent School evaluation form (SEF).
  - Recent Strategic School Development Plan (SDP).
  - Governor school visit and monitoring guidance.

**Areas that the Headteacher will cover include**

- The relationship between the Headteacher and Governing Body, also the PTA & staff.
- Background to the school (including the royal aided and diocese status, overview of most recent school pupil monitoring data etc).
- Current challenges faced by school.
- Invite to visit the school to meet staff and children with the opportunity to attend an assembly.

**Areas that an appointed governor or the Chair of Governors will cover include**

- An overview of the governor's role.
- How the full Governing Body and committee meetings are conducted.
- The roles of the various committees.
- Suggest that the new governor attends a few meetings of the various committees so the new governor can decide which committees they would like to join.
- Advise location of the Governors' handbook (held by chair).

If you would like a "buddy" governor please speak to the Chair.

**Document Control:**

Date	Author	Role	Version	Comments
26/7/2015	Neal George	Parent Governor	Final 1.1	Update post last Ofsted inspection Sent to Susannah To be sent out September 2015

**Reviewers:**

Date	Name	Role	Version	Comments
10/ 09/2014	FGB	FGB	PDF 1.1	